PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

SEP 19 1932

THE LIBRARY JOURNAL

VOL. 57 September 15, 1932 No. 16

School Libraries Number

The Board of Education Library
Marguerite Kirk

The Pupil in a Platoon School Library
H. G. Masters

Training for the Part-Time School Librarian
Lois F. Shortess
Anna Clark Kennedy

Responsibilities and Opportunities of These Times
Mary B. Brewster

PUBLISHED TWICE A MONTH (MONTHLY IN JULY AND AUGUST) BY
R. R. BOWKER COMPANY · NEW YORK

Make the school library more efficient with

The New York Times

DO YOU FILE THE NEW YORK TIMES FOR REFERENCE?

The trend in modern education is to employ a standard newspaper in class work.

In many public schools teachers use the news reports of The New York Times in their classes in business, science, economics, history, geography, English, journalism, mathematics, biology, physical training, art, home economics, &c.

Nearly, 1,000 public and parochial high school librarians subscribe for The New York Times because it is the complete, accurate newspaper of record for national and international news, full text of addresses, treaties, important documents, news of science and exploration, books, aviation and biographical material.

Subscription rates: Daily and Sunday, $15; daily only, $10; Sunday only, including Book Review, Magazine and Special Feature Sections, $5.

Send for sample copy and suggestions on how to use The New York Times in school work.

THE NEW YORK TIMES INDEX

AN ESSENTIAL REFERENCE FOR SCHOOL LIBRARIANS

Contains a complete list of newspaper references, arranged alphabetically by subjects and names, with full cross-references to persons and related events. A chronological digest is given of each news item, with page, column and date of publication in The New York Times, affording a brief history of the entire subject.

The New York Times Index is the only newspaper index published continuously since 1913. It is the best single source for locating dates of past news. It is a short cut to the history of the world, supplementing all other reference books.

Monthly issues, paper bound, $12 a year. Monthly issues, with the Annual Cumulative Volume (printed on imperishable rag paper stock), $33. Send for leaflet 'How to Use The New York Times Index' (specially prepared for Library Science Schools).

The New York Times Company

TIMES SQUARE NEW YORK

THE NEW YORK TIMES COMPANY
Times Square, New York

Please send me sample copy of The New York Times, daily and Sunday, also leaflet "How to Use The New York Times Index."

NAME .....

LIBRARY .....

CITY ..... STATE .....

THE LIBRARY JOURNAL, 62 West 45th Street, NEW YORK CITY. VOL. 57, NO. 16. Published—Semi-monthly, September to June inclusive; Monthly in July and August. Entered as second-class matter June 18, 1879, at the Post Office at New York, N. Y., under act of March 3, 1879. Subscription $5 a year; 25c. a copy. Copyright 1932 by R. R. Bowker Co.

Sturdite

Surface-Sealed

AGAINST WATER

SOMETIMES it seems as though library books have a special attraction for water. A glass of water always chooses to fall toward library books. Careless hands drop library books in wet places. And the one night a library book is left on the porch, it rains. And so it goes! Very often these mishaps result in the return of books with badly disfigured covers. But there is absolutely no need for the librarian to worry if the books are bound in Sturdite Leather Cloth.

Sturdite has a *Surface-Sealed* finish which is impervious to water. The water cannot penetrate and therefore cannot spot. This same surface-sealing, which is similar to the lacquer finish on your automobile, also makes Sturdite immune to many other mishaps which threaten book covers. Sturdite is weather and climate proof. It cannot mildew. Insects and vermin will not attack it. Every day handling and wear leave no serious marks on Sturdite. Most of its colors are practically fade proof.

Surely this is a cover material which must offer nearly every practical quality you could desire. You need only to instruct your bookbinder to use Sturdite Leather Cloth to be certain that your library books will keep their original fresh attractiveness for a remarkably long time in spite of every day handling and abuse.

The Holliston Mills, Inc., Norwood, Mass.
Boston New York Philadelphia Chicago St. Louis

Holliston

COVER MATERIALS

• STURDITE LEATHER CLOTH •
HOLLISTON BOOK CLOTHS ROXITE, THE PYROXYLIN-IMPREGNATED CLOTH

LIBRARY BUCKRAM

•

Many binding authorities consider Library Buckram the ideal material for rebinding library books. This is especially true among those who prefer to apply lacquer to the finished book covers by hand or air brushing. Unquestionably this method gives maximum durability at minimum cost.

The most timely, most vital book on the world depression

WORLD ECONOMIC SURVEY 1931-32

Throughout the long and confused discussions on the world depression, economists, bankers, business men and students of world affairs in all countries have awaited an analysis that would interpret recent economic developments authoritatively and yet in concrete and readily comprehensible terms.

The League of Nations' WORLD ECONOMIC SURVEY, which is now ready, eminently fills that need.

Compiled by experts of international repute, it is authoritative in the first degree. It offers no speculation or short cuts to prosperity, but strikes clear down to the bed rock of fact that underlies the most crucial years of the depression.

The WORLD ECONOMIC SURVEY analyzes the development of the depression in its various aspects—the disorganization of production, prices and trade; the difficulties that have arisen in the balancing of international accounts; the growth of unemployment; the strain on the public finances of most countries, and the drift of commercial policy toward increasing measures of trade restriction.

In short, it explains exactly what has been happening in economic affairs all over the world, and surveys the various international measures under consideration as a means of escape from the crisis.

Now Ready $2.50

AGENTS FOR THE UNITED STATES

WORLD PEACE FOUNDATION

40 Mount Vernon Street
BOSTON MASSACHUSETTS

Complete catalog of League of Nations publications sent free on application

SOLVE YOUR BOOKCHARGING PROBLEMS WITH The Dickman Bookcharger

ABSOLUTE ACCURACY--PERFECT LEGIBILITY--UTMOST SPEED

The purely routine work of charging books may, with the Dickman Bookcharger, be done by a clerk or page with no previous library training or experience. The operation of this simple, mechanical, thoroughly tested device, may be learned in exactly five minutes.

Let us make a trial installation for you FREE OF CHARGE.

Write for our descriptive booklet regarding this machine and our supplies.

LIBRARY EFFICIENCY CORP.

Library Systems—Equipment and Supplies

148 West 23rd St. New York City

A Theatre Library

BY ROSAMOND GILDER

A comprehensive bibliography for those wishing to build or add to their theatre libraries. Arranged chronologically by countries. The books are all in English except for a selection of volumes in which the illustrations are of exceptional value. $1.00

A List of Drama Books for High School Use. By S. M. TUCKER.

The first of a series of lists prepared by the National Theatre Conference and published for them by

THEATRE ARTS, INC.

119 West Fifty-seventh Street, New York

THE LIBRARY JOURNAL

Published by R. R. BOWKER CO., 62 West 45th Street, New York
25 cents single copy. *Five dollars a year*
R. R. BOWKER, *Editor* BERTINE E. WESTON, *Managing Editor*

VOL. 57, No. 16 SEPTEMBER 15, 1932

CONTENTS

RESPONSIBILITIES AND OPPORTUNITIES OF THESE TIMES, *by Mary B. Brewster* 739
THE PUPIL IN A PLATOON SCHOOL LIBRARY, *by H. G. Masters* 749
CURRENT PRACTICE IN THE PREPARATION OF PART-TIME SCHOOL LIBRARIANS FOR SMALL SCHOOLS IN NEW YORK STATE, *by Anna Clark Kennedy* 749
TRAINING FOR THE PART-TIME SCHOOL LIBRARIAN, *by Lois F. Shortess* . 752
THE BOARD OF EDUCATION LIBRARY, *by Marguerite Kirk* 754
THE CHILD LEADS—THE BOOK FOLLOWS, *by Ruth A. Barnes* 755
EDITORIALS 758
LIBRARIAN AUTHORS 760
SMALL LIBRARIES 761
BOOK REVIEWS 762
THE OPEN ROUND TABLE 764
CHILDREN'S LIBRARIANS' NOTEBOOK 768
CURRENT LIBRARY LITERATURE 770
IN THE LIBRARY WORLD 773
LIBRARY ORGANIZATIONS 777
AMONG LIBRARIANS 779
OPPORTUNITIES 780
CALENDAR 780
FORTHCOMING ISSUES 737

Forthcoming Issues of
THE LIBRARY JOURNAL

Beginning with this number, the names of the reviewers of the juvenile books in the Department entitled the "Children's Librarians' Notebook" will be signed in full instead of by initials only. This is being done at the request of children's librarians who feel that the reviews will be of more value, if they can know the names of the reviewers.

The October first issue holds in store two unusual articles: the first, by Dr. L. Bendikson of the Henry E. Huntington Library, on the subject of "Photo-technical Problems; Some Results Obtained at the Huntington Library"; the second, by Avery O. Craven, Professor of American History at the University of Chicago, on "The Library of the Future." A translation, made by Dr. W. W. Bishop, of Dr. Collijn's address given at the Berne International Conference will also be included. This promises to be a strong number.

The annual number devoted to children's work is scheduled for October fifteenth. Other special numbers are being planned for the near future.

B. E. W.

FUNK & WAGNALLS COMPANY

NEW FALL BOOKS

The Complete Book of Parties

By Margaret Lockwood Andrews

Tells how to make a success of every kind of party, including children's and adults' parties for every month and gala day in the year, with original menus and decorations. Many of the most noted social events in the South each Winter are the author's creations.

Cloth, $2.00.

How To Use English

By Frank H. Vizetelly, Litt.D., LL.D.

Over 650 pages of valuable advice on how to make the most effective use of English, gleaned from the author's long experience in working with words. Dr. Vizetelly is managing editor of The New Standard Dictionary, and author of many books on English.

Cloth, $2.50.

New Concise Standard Dictionary

16 mo. Cloth; 38,000 vocabulary terms. Nearly 800 illustrations; 589 pages. Price 75 cents; Limp morocco, $2.00; indexed 50 cents extra. Bound in full crushed Levant, gilt edge, hand tooled, raised bands, boxed $10. Latest Copyright Edition.

Standard Dictionary Series

New Standard Dictionary

Two Keys for Pronunciation: *The Old Text-Book and the New Scientific Alphabet—one "checks up" the other.* Defines and Explains over 455,000 Words and Phrases, Names, Places, Events, etc., all in one single vocabulary order—Includes all the New Terms—Nearly 3,000 Pages—Over 7,000 Illustrations—Many Colored Plates—Total cost (with original Standard) more than $1,500,000. Prices (Indexed) Buckram, $16; Sheep, $20. Latest Copyright Edition.

Practical Standard Dictionary

(Also Published as the College Standard)

The largest, most thoroughly practical up-to-date, authoritative, and comprehensive abridged dictionary of the English language published. 140,000 words and phrases, all in one alphabetical order; 2,500 illustrations, 15,000 proper names, 1,900 foreign phrases. Contains 1,325 pages. *Regular Edition*, size 10⅜ inches high, 7¼ inches wide, 3 inches thick. Regular Paper Edition with thumb-notch index. Cloth, $5.00. Buckram, $6.00. *Bible Paper Edition*, with thumb-notch index. Cloth, colored edges, $5.00. Fabrikoid, marbled edges, $6.00. Full flexible leather, gilt edges, boxed, $7.50. Exquisitely bound in full crushed Levant, gilt edges, hand tooled, raised bands, boxed, $17.50. Latest Copyright Edition.

Desk Standard Dictionary

Greatest school dictionary published. 83,000 vocabulary terms—1,200 illustrations—thousands of synonym tables. Pronunciation by the revised scientific alphabet and text-book key. Large 8vo. Cloth, 902 pages, $2; with patent thumb-index, $2.50; Half Leather, indexed, $3.00; Flexible leather indexed, boxed, $6. Exquisitely bound in full crushed Levant, gilt edges, hand tooled, raised bands, boxed, $12. Latest Copyright Edition.

New Comprehensive Standard Dictionary

50,000 vocabulary terms, more than 1,000 illustrations. 683 pages; 8vo. Cloth, Cover Design. Price $1.00. Indexed $1.50. Latest Copyright Edition.

Vest-Pocket Standard Dictionary

Defines and pronounces 26,000 vocabulary terms and has a valuable appendix filled with interesting information. 318 pages. Cloth, 40 cents; Blue Morocoette Imitation Leather, Colored Edges, 60 cents; Red Leather, Gold Edges, 90 cents; Thumb-Notch Index, 10 cents Additional.

354-360 Fourth Avenue, New York, N. Y.

THE LIBRARY JOURNAL

Responsibilities and Opportunities of These Times [1]

By MARY B. BREWSTER

Assistant in Library Extension, N. Y. State Education Department, Albany, N. Y.

THE LAST twenty-five years have seen tremendous developments and change in practically every one of the elements which affect human life and happiness. The most obvious example of this phenomenon is to be found in science, where electricity, for example, to mention one branch only, has been developed to a remarkable degree and has affected the life of practically every human being in bringing comforts formerly unheard of, luxuries of which earlier generations did not dream, ease of communication which has made a new world and brought new obligations and complexities, and a standard of living in the United States, at least, which is beyond anything that was known in former times.

But the change has not confined itself to science and its far reaching influence. In the field of literature, where the pattern of excellence a generation ago was still to be found in the Victorian British writers, today the tide is moving in the direction of the realistic European school, and excellent translations of work by French, German, Dutch, Scandinavian, and Central European authors are coming constantly into the hands of readers while the best American authors follow principles learned from these writers rather than the English "standard" writers of the last century.

In the sphere of manners, morals and outlook upon life, ideas and opinion are current which would not have been tolerated in the years before the war. While some of the new standards which people hold up are less admirable than those of our fathers, in many ways the new freedom is healthy and normal and promises a naturalness and liberalism which are wholesome.

In education we see changes which are partly the result of the other change which we have considered, and partly responsible for it. Here the change in point of view and policy is so complete that those who received their formal instruction twenty or thirty years ago and have thought little or nothing about it since are lost in trying to understand it.

The improved methods of teaching reading, for example, make the learning process so efficient that instead of reading one or two books during the first school year children are now reading from ten to twenty-five books during that period. The fact that an abundant supply of easy reading material is essential for the improvement of speed and comprehension in reading requires that a decidedly enlarged collection of books be available. Because satisfaction and enthusiasm result only when reading is close to experience, when books meet real interests or stimulate new interests, there is a constant effort to know and to understand interests and provide books relating to them.

[1] A report of the discussions at Library Institutes.

Teaching from many books has replaced text book teaching. In many schools where individual differences are recognized and an effort is being made to enrich the curriculum a large subject or unit is developed by having each child or many small groups work out related problems which appeal to them. Sometimes subject matter from four or five separate fields—history, economics, government, art, music, sewing, home making, shop and literature—is brought to bear on a single topic. The completion of the whole study and the resulting or accompanying activities may require from five to fifty books, and may lead to the reading of many others.

The school of today is closer to the life of today than was the school of the past to its particular time. International relations, problems and experiments in government, the question of war and peace, distribution and exchange—political and economic problems which have become so acute since the great war—are showing themselves in many parts of the curriculum. In the teaching of literature there is a well established trend which, beginning with the play, poem or novel of today, leads from them to the standards and the classics. In the laboratory and science class rooms the newest information is needed for understanding, making, using radio receiving and sending instruments, tools for television, and model or actual aircraft.

The school of today is aiming to develop powers of observation, the comparison of materials, thinking, reasoning, the making and the suspending of judgments. This effort to educate for the present with all possible provision for acquiring the essential skills by which to continue education in the future, the emphasis on all-round development, physical, spiritual and emotional as well as intellectual—education for the worthy use of leisure, the development of wholesome resources for recreation, as well as for right social attitudes—demand a continuous use of books and printed materials as the inspiration, the practical directions, the method of evaluating thinking and acting.

It is obvious that every one of these changes, and the many more that might be cited, has its effect upon libraries. In the matter of collections, books which were good twenty-five years or less ago are in many cases useless now. This is especially true of science in almost all its branches. Readers and students interested in science want the most authoritative and up-to-date books. Have all libraries kept their collections abreast of the times? Such books are expensive and may be beyond the reach of many, but librarians should be intelligent about developments in this field and should have some knowledge of what the best is and where it may be found. Fortunately the specialists who wish such books are able to advise, and on them we must lean more heavily as time goes on.

The collection of literature in general, and of fiction in particular, must be examined critically to see if there are represented the great European writers who are the cultural heritage of many Americans and whose thought and style have had such a marked influence on present day writers and books. That we must have the great Victorians, too, is true. But it is no longer true that they be given the only consideration. A warning about this responsibility of librarians was sounded by Professor Robert E. Rogers of the Massachusetts Institute of Technology in his paper read before the New York Library Association, October 15, 1930.[3] One cannot be too emphatic about this matter of good literature. Simple books within the comprehension of and appealing to the many readers who demand them are necessary. They are the books which attract patrons to the library for the first time. They should be thought of always as books used to lead readers to greater books, not as literature or an end in themselves. Unfortunately it is not an axiom that librarians know the best literature and by their own knowledge and enthusiasm guide readers to it. In her report on weak institutes, Miss Jackson, the instructor, says: "In general the librarians showed insufficient familiarity with the themes and objectives of the better class fiction." Are our readers guiding us, rather than we our readers?

Libraries and schools go hand in hand. This is obvious from the account of some of the objectives and methods of modern education outlined above. For the purposes of the school a library must be close at hand quickly and readily accessible. Not only the use of books, but finding material is part of the problem. Reference books and periodical indexes must be used, the card catalog must be consulted, books on a given subject must be found, a bibliography must be made, because ability to collect and use facts and skill in the use of tools is of first importance. From the librarian this requires knowledge of the course of study and the purpose of the school, and an attitude toward teaching and learning which encourages independence, resourcefulness and persistence with a readiness to give individual instruction, to explain unforeseen difficulties and to encourage those who search.

[3] *New York Libraries*, November 1930, p. 129.

Yet many mature treatments, many serious studies and special or fine developments, numberless illustrated books as well as a great deal of introductory material which a school could not and should not own must be supplied by the public library. Along with the school library it is a necessary institution.

And when formal education ceases, public libraries carry on through life those whom this education has prepared for learning.

In every community there is not a school library. Every secondary school of the State is required to have a library meeting certain standards. Many elementary schools are also provided with libraries, and it is only a matter of time before all are required to have them. Indeed, by the very nature of things they are required already, and the school which does not meet the requirement is suffering in the results of its teaching.

As it should be, in communities where there are no libraries in the elementary schools, public libraries are supplying the gap, as in communities provided with school libraries they are supplementing those libraries. Therefore it behooves not only school librarians, but public librarians as well, to understand the developments in the field of education and to know its objectives and technique. They must know the curriculum, they must know the teachers, and they must plan their book collections to help both. A school buying to the full extent of its budget cannot supply all the needs of the school for years. There must be help from elsewhere. Why should the public library not welcome the opportunity to help, especially since by giving help it is promoting its usefulness and establishing its position as indispensable?

There is more that a library can do if it will. Beyond the limits of the village or community which it serves are small schools, one teacher schools, where the same method of teaching is in effect. Such schools are less able than others to provide themselves with adequate collections of books, and yet they must have them. Many librarians seeing the necessity have loaned books to teachers who live in their communities but teach in rural districts. Still others have made it their business to go out to all the surrounding schools and offer what they can offer without impairing the usefulness of their book collections to their immediate communities. Some librarians have done a little bit of one thing or the other, doing only what they are asked to do and not looking out for the need and ways they might take to fill it. For the most part this attitude is not blameworthy. In these times particularly librarians have all they can do without going out to find more. Moreover their collections will not stand the strain of providing books for persons outside their tax limits and their natural clientèle too. Naturally their obligation is to the latter. But in many instances, librarians could do something which would at least contribute to a solution of the difficulties of teachers in remote rural districts.

One thing which librarians in communities can do for these teachers is to introduce them to the service of the traveling libraries of the State Education Department. There are many teachers to whom these libraries are unknown as yet. In this direction, too, however, are limitations. A traveling library in a school for the period of six months or the school year is not useful during the entire time, whereas many more books than are in the traveling collections are wanted. Perhaps a public library central to a number of district schools will find it possible to act as a depot, so that each school in the vicinity has a traveling collection, and at a stated time allow it to be brought into the central public library and exchanged for one which has been in a neighboring school. This done four or five times a year, or as many times as there are outlying single room schools, will provide four or five times the number of books in the course of the year.

Another service which a public library centrally located might provide has also the aspect of a depot, or depository. Each school in a neighborhood will doubtless spend something every year for books, building up a creditable library in the course of time. Two things happen. Space is at a premium in the single room school. Even by spending something every year, it will be some time before a collection which will answer a year's needs will be available as one school's own property. A centrally located public library might be able to store books which cannot be kept in a single room. And, if arrangements can be made, it might be the center from which collections which are the property of individual schools can be circulated among the other schools when they are not in use in the school to which they belong. The librarian of the centrally located public library can in this situation advise with the teachers in the various districts, helping each to develop one subject or another so that many subjects will be covered and not all the schools will own the same books. This service and this cooperation between several institutions in a neighborhood are in practice in some parts of the State now, and could be in practice in many others.

Still another service which a librarian of a village or community library may give is to have important and indispensable tools, attractive and important new books, available to the teachers and superintendents in regions round about that they may refer to and examine at the library. Very often these tools and books are available now, but no effort has been made to publish that fact. Few persons outside the library profession realize what tools there are and what privileges any library provided with them and with new books is willing to extend to any who will come to it. Personal contact, visits to rural schools, letters of invitation to superintendents, well planned and vigorous publicity are among the ways of making one's services and wares known.

With the system of education which is now in practice, with the need of books greater than it has ever been before because of this new system of education, no library can have too many books. The responsibility of the librarian to provide the right books is heavier than it has ever been. We no longer sit in closed committee and select the books of the year or the month which the library will buy and make available to the community. We must learn from those who need them what books they need. It is not our judgment but the community's requirements which give the verdict. Moreover it is frequently our business to translate the community's requirements into books. On us depends the choice of the proper books, given the problem of the field to be covered. This means that we must know our communities—something that has always been true—and our commodity, books. It is no idle life, this business of being a librarian even in a small community. On us rests a high responsibility which, being translated, means a splendid opportunity.

We are finding, then, that modern life requires many books and new books. Is it only modern life, of which we have touched on only a few aspects, which developed this need? Could librarians have done the work which they have done for the last fifty years without something of this effect? Could the work of children's librarians which has been developed to such a degree, and the work of school librarians which is somewhat more recent, have gone on without affecting the reading habits of this generation? Can we not realize that in the natural course of things, what has happened should have happened? It is pure logic, the inevitable result of a definite policy and plan of action.

The question arises therefore, how are we to provide the books which from every direction are required, when appropriations for them have not kept pace with the demand, when they have even in some cases been seriously decreased?

One way of obtaining books to supplement collections has already been mentioned—the use of the traveling libraries of the State Education Department. Handbooks outlining the way to obtain them and the regulations governing their loan are available so that a great deal need not be said here.

A further service which the State offers is the service of the State Library, which comprises an exceedingly rich collection of over half a million volumes. It is "a great central library standing back of each local library and honoring drafts on its resources as required to meet special needs."[3] Ordinarily up to a limit of twenty-five volumes to a single library or school at one time, and within certain limits, the State Library lends books which are not to be had in local libraries, barring fiction, for a period of four weeks, with the privilege of renewal for two weeks. Again the regulations governing the lending of books are in print, and the State Library welcomes inquiries of any kind relating to it.

Both of these services should be known to and used by practically every library of the State. With the income for the book purchase of each greatly reduced this year, the service of both will no doubt be somewhat impaired. If in spite of this, demands are still made and requests filed, they will help greatly to prove the indispensability of the service of both agencies and to hasten the appropriation of adequate funds. While new books may not be bought in such large number this year, yet in both the State Library and the Traveling Libraries Section are many important and valuable books, the use of which is as possible now as when they were first published.

Another way which libraries are taking to provide themselves with books is by borrowing from one another. One librarian reported using five large and fairly large libraries in her general vicinity in the course of a year, from all of which she received the most cordial treatment and the most practical help. When asked if she had lent books in return, she replied that she had not been asked, but that certainly anything she had which was not in use would be available to her neighbors on demand. In another case the librarian of a large and important city library told his hearers, all librarians in the vicinity, that over a period of years he had observed one great fault in practically all of them—they did not

[3] New York State Library. *Handbook for Readers*, p. 14.

ask his library for material which could be put at their disposal and which he had been offering for years. If the explanation of this reticence was that they dreaded a negative answer, he assured them that that would not be very terrible if it had to be given, and that many times the answer would not be negative.

The first step to take in order to arrive at a point where one feels like borrowing from his neighbors is to visit them, become acquainted with them and their book collections and try to make an agreement about the use of each other's books. A natural step to follow this first might be an understanding between two or more neighboring libraries whereby one would specialize in one field, and another in another, and so on. In this way book funds could be extended and to a greater degree than would otherwise be possible unusual or costly books might be made available for casual or infrequent requests without borrowing from a distance. It might be kept in mind that it is not always necessary to offer a *quid pro quo* in making a request to another library. Often that library being richer in resources than the first library would not need to use the smaller collection. The first library might consider the debt cancelled if it in turn lent a book or books to a library less fortunate than it.

Nearer at hand to most libraries than any of those referred to in the preceding paragraphs is a public or school library in the same community. Ever more and more are the public and school library in the same place drawing together and working to supply the community with books, not simply each his own clientèle. It has always been common to hear that a school librarian turned to the public library for help and material. The school library is in most cases the more recent institution. Gradually it has come about that public librarians have learned to turn to the school library for help. There are limits to what a school library can lend, of course. By the very reason for its being, its books must be accessible to teachers and students when they are needed. But there are certain books which are not in use at certain times, and often these are books which a public library might not be expected to have—technical books, perhaps, or books of a character which relates to work in school more than general reading, and yet is useful for general reading at times. If such books might be borrowed by the public library when needed there, it would save the expenditure of money to fill a request which is important, but which will not occur frequently. Again certain books, which would otherwise be shut up in the school, might be made available to general readers during the summer months. It would be the means of placing most desirable books at the disposal of discriminating readers, if such books could be given to the public library for use during these months. The wear and tear need not be great. There might be some inconvenience by not being in the school library and ready for use when school opens in the fall, but that inconvenience is slight compared with the use the books have had and the service they have given during the summer months. Many adjustments might have to be made and difficulties overcome, but this plan is worth consideration. Certainly those in responsibility, school officials and library trustees, should be consulted before the thing is done in any large way. Without doubt such officials will welcome a plan of this sort, aware as they are that the same money is paying for the support of both libraries, that the children using the books in the school and public libraries are the same, and that from the point of view of economy and efficiency there is much to commend it. Perhaps from this plan a habit of consulting one another before placing book orders will grow on the part of public and school librarians. Certainly in the direction of more unity of effort and pooling of resources by institutions in the same community and supported by the same taxpayers, much remains to be done.

A further way of making inadequate book funds go further is to buy reprints or remainders. Time was when reprints were unattractive and cheap not only in price but in appearance and format. They were bought now and then, but it was not wise to have too many on the shelves. They were not attractive, they were not read. Now the situation is different. Most attractive reprints are available quickly after publication. They may be bought to replace copies which have worn out with use. They may be waited for if the early demand attendant upon their publication is not too insistent.

There is danger in buying from an attractive list of reprints, and danger in buying from remainder lists. As in the case of all bargains one is tempted to buy things which are unnecessary because they are cheap. If that tendency can be overcome, many excellent titles will be discovered which are worth the time and work spent in going over lists. In this way, too, one acquires a familiarity with the kind of thing to expect to find on reprint and remainder lists, and in considering new books will have a guide in deciding which to wait for while ordering others immediately.

The fact that much important and useful

printed material is available free or at little cost is frequently overlooked by excellent librarians who have a prejudice against it because of its form, or think their days already full enough without spending time looking such material up. Not every librarian will be able to do very much in collecting such material. The important thing is to be acquainted with various institutions and bodies which put out such material which is useful and free. First among these are government departments and bureaus. The State Museum, for example, has several series of publications available at little, if any, cost, and as useful as anything in their field. Scientific information about materials, products, conditions, etc., of New York State is assembled in a number of slight pamphlets and to be found nowhere else in print. Other State departments, and many Federal bureaus are responsible for much valuable material. Lists of these could be received regularly and checked rapidly upon receipt with real profit to the library. These are only examples of this important means of building up good working collections. Such material should not be disregarded by the librarian who is trying to make her book fund go as far as possible and to give the maximum of service for what she spends.

Up to this point consideration has been given to the situation which has grown naturally and which would have come about inevitably because of the change in many elements affecting life and the work which librarians have done over a long period. Now there appears to be, along with the other natural and expected condition, an unnatural and unexpected condition due to the economic situation which affects not only the State of New York and the United States, but the entire world. Practically all librarians report an increase in circulation and the use of libraries in 1931 over 1930, and the first few months of 1932 have shown still further increases. Those who have had time to do so have tried to analyze the situation and have begun by studying the types of readers and library users who are responsible for this increase. Some have gone further and studied the community in the light of the economic situation, trying to discover the types of people who should be reached, and what the library's full duty to the community is.

One active member of a library board made such a study and discovered a number of interesting things and many kinds of persons whom the library should try to reach. Reference to her findings is brief owing to limitations of space.

She found it true in her community that the depression was leading men to the serious work of thinking, and that part of their thinking extended to international affairs and international problems. What more natural than that men engaged in such "work" should turn to the public library? But beyond that there were other specific groups to be considered. There were employers who were baffled by conditions. Desirous as they were to make their contribution, to do their share in keeping men employed, conditions were too much for them. Could they be helped to an understanding of what the world is undergoing? Among the unemployed, she found three special groups: young people just out of school who would ordinarily have found something lucrative to do, found instead that they were not wanted; men, not old, whose position in society had been assured, who as fathers were heroes in the eyes of their children, found themselves without jobs through no fault of their own and felt they were failures; and older men who in normal times would have been kept in positions for a number of years had been dropped and would never be taken back again because they had passed the "dead line," sometimes a little more than forty years. She found a need for libraries among the persons still employed. Feeling insecure in their jobs they must work to become more useful and more keen for the old law of the survival of the fittest is a bitter one. Many though holding their old positions were trying to make incomes go further and answer more demands. These were studying or applying themselves to something which would help increase their usefulness. Finally her study showed the number of young people whose education at college had been interrupted by the depression and who were at loose ends. Other young people, or perhaps they were the same, were found to be suffering from restriction in the matter of normal recreation. These young people must seek some outlet, and the question arose if the library was prepared for them and could attract them and hold them after coming.

Some if not all of these people are in every community. The problem of this one library is the problem of practically every library. If they are not all coming to the library now, is there some way to attract them there?

Roughly speaking there are two groups of readers who account for the increased use of libraries which is everywhere reported. A possible third group, those who have no place in which to stay which is warm and comfortable and who come to the library for shelter and read anything which offers while there, is found in some places. But the other two are

found everywhere in some degree. They are first those who are turning to the library for a serious purpose, either connected with their work and their fitness for it, or because they must understand if possible what is the matter with the world. Second are those who turn to the library for recreation because here is a cheap sort of recreation, or simply to occupy their minds and time, or to get their minds off fearful troubles and actual despair.

For the first group everything must be done which can be done. The entire resources of the library, the resources of the State Library and traveling libraries, and the resources of neighboring libraries will be drawn upon. This is the kind of demand librarians welcome and for which they have been planning for years. Except that the number making the demand is greater than might be expected, the demand is normal. Even so the best work possible is demanded, careful buying because funds are not too plentiful, dependence upon authoritative lists and suggestions of the best material, such lists as those prepared for the American Library Association which appear regularly in its *Bulletin,* and in *New York Libraries,* and which are available for free distribution to librarians in New York State.

The other group offers more of a problem. We welcome these people who turn to libraries for entertainment and distraction. Our problem is how to entertain and distract them, and how to hold them after times have improved.

In the first place the lightest of light material is what they wish. We have always had something of this sort of material for readers whose taste was formed and who could read nothing heavier. Fortunately such material is usable now without reference to its age. Again reprints help if such material must be bought to answer the demands, and bought in quantity reprints are cheaper than when bought regularly. There is a question in the minds of some librarians if in the face of the demand and the grave need, for in some cases this kind of material is filling a very grave need, there should not be a more liberal attitude in the matter of cheap fiction, and books bought which would not be considered in normal times. This is something to take into account, and without doubt many librarians will feel justified in letting down the bars to a certain extent. Some standards must always be kept. Even in the face of such demands public money should not be spent for utterly worthless books.

Once brought to the library by this need of entertainment or distraction, may not some of the readers be induced to read better books? Are not some of these potential readers men or women who are capable of reading the best and have known the best and will turn to it if it is offered attractively? Through the simplest books and very slowly can others be brought to read the books the library is prouder to lend, and made some day regular users of the library, even when times improve? One enthusiastic librarian felt sure that her library would keep a great body of these new patrons when times became better. Her will to make this happen is possibly half the struggle.

Briefly though our problems and objectives have been stated, it is clear that libraries are taking an important rôle in the life of every community. In normal times they would have been asking for normal increases in appropriation and without doubt their requests would have been granted, for it is obvious that their work is something which cannot be weighed, the importance of which cannot be exaggerated. And it would seem to be clear also that because times are abnormal is no reason for reducing appropriations by buying fewer books and employing smaller staffs. Indeed the need is greater than ever before, and the use which the serious, the idle and those in despair are making of the library is alike legitimate.

If the income of a community is exceedingly small and among all the legitimate expenses which must be reduced the maintenance of the library is one, it may be necessary to accept the matter philosophically. The important thing is that those responsible for the work of libraries must not allow fiscal authorities to reduce their income as a first economy, looking upon them as the luxuries among communities' public services. Another important thing to have in mind is that it is necessary, even if the library's income is reduced and its work thereby crippled, to carry on in spite of it as well as strength and spirit will allow. The need will still be there. As a conscientious social servant a librarian must do something about it. Having filled that responsibility with little encouragement during these bad times, the librarian and board of trustees can go confidently to the authorities when better times have come and ask for an adequate appropriation with which to meet the normal demand for service upon this most important institution which belongs to the people, and which in turn leads them.

The man who satisfies a ceaseless intellectual curiosity probably squeezes more out of life in the long run than anyone else.

——EDMUND GOSSE

The Pupil in a Platoon School Library

By H. G. MASTERS

Assistant, Personnel Department, Pittsburgh, Pennsylvania

THE LIBRARY in a platoon school is a busy place. Every period of the day it is occupied by pupils who are busily and happily engaged with books. Not only during the regular school hours but before school, after school, and during the noon hour these busy little people fairly swarm into the library intent on extracting the rich nectar of pleasure and profit from this rich source of knowledge and fact. The library serves the present need, and so far as the children know, gives little thought to the future. Thus there are two views, the one held by the pupils which is the short view and gives pleasure for the moment; and the one held by the teacher which is the far view and sees the service which may be given over a period of years long after the child has passed beyond the immediate influence of the school library.

A Group of Retarded Children in the Greenfield, Pa., Library

The child finds in the library a whole new world of which he had little or no knowledge. Here he finds great men and great women eagerly awaiting the opportunity to make his acquaintance. The library is the open gate through which he enters into the wonders of science and the beauties of nature. Both boys and girls find here things ready at hand to answer their questions or to carry them away on the wings of fancy to new lands and into new experience. There is magic in this room and none know this better than the children who come here day after day.

The library atmosphere conduces to joy and pleasure. Even the library procedures are carried on in such a way as to make learning joyous. The little first grader sees the picture books, talks with the teacher about what are nice things to do in the library, listens to a story read or told by the teacher, and finally practices the desirable conduct habit. This is all in the form of a free and open discussion in which the pupils take part, little realizing that good library habits and attitudes are being developed within them. About the fourth year the pupils make a discovery that gives them an added interest in the library. They find that they may use the books for something other than pleasure reading. In the home-room geography has appeared on the schedule and the library-teacher sees to it that at the same time they discover material in the library that helps in this and other subjects. There is a real pleasure in being self-dependent. This comes to the children beginning about the seventh year when they find that they no longer need the help of the teacher in doing reference reading. They have mastered the various library helps and are independent, and this is the source of a very real pleasure.

However, the pupil does not get the full measure of pleasure until he gives of his time and energy to the service of others. It is both an honor and an opportunity to the children to serve as assistant librarians. In this service they do every type of library work from mending books to taking charge of the class at times when the teacher must be out of the room. This is service with pleasure. It is responsibility coupled with development of powers in many directions. Yet there is no suggestion of compulsion. The children eagerly await the time when they may become library assistants. Pupils assigned the duty of conducting visitors through the library do the work with thoroughness and in such manner that the visitor is moved to comment on the excellence of the service rendered. We all like to show people the things we like best, and we get pleasure out of their interest and attention to our explanation. The writer has seen children, faces aglow, giving visitors an exhaustive explanation of the working of the

Paper read before the Library Section of the National Platoon Association meeting held in Washington, D. C., February, 1932.

library and its service to children. These children unconsciously are learning some very real lessons that will serve them well during life.

To unlock the door that leads into a new and happier experience is in itself a compensation for many long hours of planning and working. One such experience had to do with Joe who was over-age, worked late hours selling papers, hated school because he had established the failure habit, was unhappy and scowling at everybody. He did not read because to read meant work to Joe. One day Joe surprised the library teacher by saying, "My sister says you have a book about a pony. I want to read it." He read avidly *Teddy Horse* by Eleanor Youmans. From this he went on to read *Black Beauty, Mourland Mousie, Red Horse Hill* and finally *Smoky*. He was entranced with Will James' drawings of horses. He turned his artistic ability to drawing horses. All his spare time was spent in the library. He read every available horse story and then his reading was directed to western stories. The library was responsible for bringing into this boy's life the first real pleasure he had ever found in school, and at the same time gave his life a directions toward the development of habits out of which would emerge a desirable type of man.

To learn to read is a great adventure but to read a whole book all by one's self is a real accomplishment. This is what happened to one little 2B boy, Albert by name. He had just begun to gain some confidence in his reading ability. He was given a little twenty-five page pre-primer entitled *Bob and the Baby Pony*. He finished this in two periods and came to the library teacher face aglow with satisfaction and said, "Teacher I read it all through. I liked it. It's awful good. Help me get another." Without a doubt this book was the subject of conversation about the evening dinner table. We little realize how the platoon school library indirectly carries happiness into the home. The books taken home are read by other members of the family. I know personally of a grandmother who awaits the coming of the new library book with as much eagerness as does the child who selects it. In this manner the books serve far more people than the library record would seem to indicate. The books read in school and the books read at home are the basis of many conversations. Usually the children tell the older folks what they have read in certain books. Other times they tell each other. One such case concerns Alfred and his brother three years his senior. Alfred, aged six, was sent to the library by the home-room teacher after he had completed his class work. This opened to him a whole new world and he was entranced with what he found. When the librarian arrived at school next morning Alfred met her at the door, asking the privilege to go in and read. Every afternoon and morning found Alfred in the library before school opened. After about two weeks he brought his older brother. From that time they always came together. They read assiduously and left the room reluctantly when regular classes began. One day the library teacher remarked that they must be having a nice time together. They replied, "You don't know the half of it. Why we tell each other all about the books we have read every night after we go to bed."

The library stimulates children to creative effort. After a poetry period the class thought they would like to try to write poetry. This was not an activity of the moment but was planned to run along continuously. At any time a pupil might submit a poem for the Library Rhyme Book. If approved it was placed in the book and proper credit given. The following is one of the poems in the book:

Books

Some think that books are simple things,
But don't know what they hold.
There's stories told of kings and queens
And brave sea captains bold.
There are some about small children
And grown up people too,
When I read good stories,
I wish they'd all come true.

—ELLEN MCCULLOUGH, 5A.

Another form of creative effort which is quite common is to be found in the articles which children make at home out of school hours in order that they may have the pleasure of creating from their own understanding of a poem or story something concrete that will illustrate it. Sometimes these are quite simple, other times they are rather elaborate. In any case when the completed project is brought into the library it is given a place of honor and the books which have some connection with it are grouped around the exhibit.

The auditorium offers an excellent opportunity for the library groups to show their creative genius. Books, poems, stories, or desirable library habits are the vehicles used for developing the creative powers that lie dormant unless stimulated. Sometimes the children assume the characters appearing in books. At other times they become the living moving habits both good and bad that are to be found in the library. In every case, however, the good habit is emphasized and the bad habit is shown in its true light so that

through these spontaneous activities the library habits are being strengthened.

The pupil in a platoon school library is constantly meeting with a succession of situations that are natural and normal to everyday existence in real life. These give him an opportunity to observe what are the results of wrong choice or undesirable conduct on the part of others, and also he has an opportunity to guide his own actions in the light of his observation of others. He learns to exercise self-control. He sees that pupils crowding about the book shelves only hinder the distribution; and as a result he does not receive a book as quickly as he would have received it had the class exercised self-control and followed a regular order of procedure. He discovers that it pays to take time to do things right. A book put back on the shelves in the wrong place not only delays its use by other pupils but gives the library-teacher an endless amount of trouble. The simple rules of the library are made to help pupils to get the most out of the library and its books. The rules say that books must be returned at a given time. Failure to return the book as directed means taking the book out of circulation. A fine or loss of privilege is sometimes needed to make such a pupil realize the need of obeying the rules. A more effective way, however, is when he suffers through someone else not returning a book that he needs. Then the lesson is brought home with increased force. The care of books may not mean much to a child until he finds the pages of a book torn out or defaced at a time when he has need of the information on those particular pages. His own rights have been invaded and he comes to know that in all his acts he must keep in mind the possible effect his actions may have on others. These are but a few of the ways in which the library serves to train pupils in those qualities and traits which loom large in the good citizen. To be a good citizen in the library and in the school means that these ideals will carry over into adult life and into later activities when he has become a responsible member of society. In a play atmosphere, where pleasure is the keynote, are being forged the habits and ideals out of which will be developed the good citizen of tomorrow.

While good citizenship and good character are synonymous terms, there are some traits which may be rightly considered as being more closely allied to character training. A book stolen means that every other pupil in the school has been permanently deprived of the use of the book. The book can be of only temporary value to the person taking it. Thus is the lesson of honesty inculcated early in the pupil's training in the library. Hoarding a book away so that he may have it for a future need he discovers is only another way of being dishonest though now it is called deceiving. When he has suffered by having a book he needs kept by someone who does not need it, then he realizes that deceitfulness is harmful to the entire group. Honesty, truthfulness, and uprightness are the three cardinal virtues that go to make up a fine character. This training is given by exposing the pupil to natural situations in which he has the opportunity to practice these virtues and of observing the undesirable consequence following the failure to practice them.

Personality is akin to character. In general it may be said that personality is the outward expression of the character within. Courteousness, kindness, helpfulness to others, the willingness to serve are all parts of personality. Working together as a group or in small sections the pupils learn to make themselves socially desirable. They learn by helping the pupil who is not familiar with the working of the library, by seeing to it that such help as he may need is quietly given him so that those about are not aware of what is being done. The opportunities to develop personality are present in the library contacts perhaps more often than in any other department. The atmosphere of the library conduces to the practices of the fine courtesies which mark the individual possessing a fine and pleasing personality.

Observing how children are drawn to the library as by a magnet one is forced to conclude that here is something that appeals to children in no uncertain manner. One recognizes that the appeal is based on the interests and instincts natural and wholesome to childhood, and that it is good for them to be there just as it was good for the "boys" in James Whitcomb Riley's poem "Out to Old Aunt Mary's" when he says:

"Why, I see her now in the open door,
Where the little gourds grew up the sides, and o'er
The clapboard roof!—And her face—ah, me!
Wasn't it good for a boy to see—
And wasn't it good for a boy to be
Out to Old Aunt Mary's?"

The man who adds the life of books to the actual life of every day lives the life of his whole race. The man without books lives only the life of one individual.

—BENNETT.

Current Practice in the Preparation of Part-Time School Librarians for Small Schools in New York State

By ANNA CLARK KENNEDY

School Libraries Supervisor, State Department of Education, Albany, N. Y.

IN NEW YORK State we believe in full training for part-time school librarians. By full training we mean at least four years' preparation beyond the secondary level with one year of the four devoted to library science. Of course, we approve and often recommend a five year course—four years of college or teachers' college followed by a year's course in library science. But we can hardly require five years of preparation for librarians while four years of preparation is generally accepted as the standard for teachers in our secondary schools. To do so would tend to make preparation for librarianship difficult and might discourage the employment of school librarians.

These are the reasons why we believe in full training: The school librarian must know books and people, library science and education in order to do her work. The school librarian needs the bodies of information, the skills, the methods of work and the professional attitudes of the trained librarian and the trained teacher. Her level of intelligence and her standards of scholarship must be high. Her resourcefulness and her flexibility must be great. She must have ability to work with others, for she achieves only when she works with every other librarian and library agency and when she works with, through, and for every instructor, supervisor, specialist, principal, and superintendent of the school system. Children, parents, teachers, school men are her public, her associates, her assistants. Yet, usually during her early years of professional activity she works alone—not as a member of an organized staff. Ordinarily, neither the librarian nor her superintendent knows the full possibilities of the service which she may render. Few superintendents and principals know from experience what may be expected from her. For this reason the librarian receives less supervision than any other teacher in the school system.

The librarian in the small school who spends only part time doing school library work needs exactly the personality, the background, the general and professional training that are needed by the librarian in the large school who devotes all of her time to the library. Certainly the ages and interests of the children, the books, the courses of study, the teachers, the school, the communities are essentially the same. Evidently it is the size—of the community, of the school, of the faculty, of the library room, of the book collection that forms the element of difference. This is actually a difference in quantity, not in function, not in variety, not in quality, not in importance of work. Our present policy regarding training is based on our recognition of this identity of aim and of function, and on this other theory that the children of the smallest, poorest, most remote parts of the State have a right to the same minimum of training, the same skill in teaching, the same qualities of leadership which the children of the largest, wealthiest, and most accessible parts of the State receive.

The other reason why we believe in full training for part-time school librarians is because according to our experience, partial training has not been entirely satisfactory in preparing school librarians for the work which they are to do. Immediately we must make exceptions by acknowledging that some untrained and some very slightly training school librarians have done and are doing excellent work. But these are the unusual, the gifted, those who have vision, those whose common sense, zeal for service and high intelligence would make them outstanding in any field. And such librarians have trained themselves, have learned by trial and error, have profited by the training and teaching of others. In service training—and we shall need it for many years—is costly in time and in human effort, but most of all it may be costly to the children who are hindered while the individual is learning or who are deprived while the learner does not know.

We judge that partial training has not been satisfactory because many of our school libra-

Paper given at A.L.A. School Libraries Section, Training Round Table, New Orleans.

ries are not so good as they should be. Many are functioning only in part. The librarian has not realized how much she might do. She has not known how to accomplish more. She has not realized the importance of working with the librarian of the public library. She has not been able to get the full cooperation of the teachers. She lacks initiative. She lacks confidence in the importance of her work or in her ability to do it. She does not know books. She is not successful in work with children. Her library has not become the center of the school. Her principal considers her a clerical assistant who relieves him of some of the troublesome details. Her services though satisfactory are not invaluable.

On the other hand, we have not made her work important to the school man. Constantly we hear:

"Why, anyone can learn to be a librarian in six weeks. It takes a superior person to teach English, or French, or Latin, or History, or Music. Yes, four years of college with a major in the special subject and experience or, at least, satisfactory practice teaching for work in any school. But, we have only a few books and we have only a little work for a librarian to do.

"We recognize that our study hall teacher must be a fine woman, a person of character. She must know the whole curriculum. She is a specialist in study and guidance. Hers is a strategic job. Her work influences the tone of the school. Our library room is small. A teacher can go to summer school to learn to manage that. When we build our new school and have a large library room, then we shall hope to have a real librarian. But now we must be practical. What could a trained librarian do in this school?

"My librarian holds a certificate, and she is a nice girl. Please understand that I am not criticizing her. But she cannot do for my school what I had hoped she would do. I have known some marvelous librarians and I had dreamed of undertaking some fine work when my school could have one, but this librarian is not up to it."

I admit we have hampered the part-time librarian not only by implying that she can be prepared for her job in six weeks but also by implying that she can do her job in a very small amount of time. I question whether anyone who knows our field ever thought that forty-five minutes a day, ninety minutes a day, three hours a day would provide satisfactory library service. I doubt if anyone ever figured how much stimulation of reading, how much guidance, how much appreciation, how many contacts with boys and girls, how much reference, how many conferences with teachers, how much instruction, how many records, how much technical work, how much housekeeping can be done in an hour or in two hours by a person who is teaching from four to six periods a day. I think our own employment regulations which provide for extremely small amounts of service were made on the theory that when the school had a sample of what a librarian could do, more of her skill, greater amounts of her influence, longer periods of service would be demanded and provided. And that is exactly what has happened when well trained school librarians or unusually strong personalities have started with a small allowance of time for school library work. More and more and more time has been scheduled for the library until provision has been made for full service. Now many of our relatively small schools are employing full time, fully trained school librarians. But in too many schools the amount of service, the book collections, and the reading rooms have remained small because the partly trained librarian has not been able to demonstrate that the library is essential and that to do this vital work space, tools, and time must be allowed.

Perhaps we should question why we have part-time school librarians. In New York we have part-time school libraries first, because we have many very small schools. And we have many very small schools because a great part of our state is rural, because in certain regions transportation is difficult, and because our early efforts at consolidation were not particularly successful. Now when central rural schools are being organized rather rapidly the number of small schools is decreasing. With centralization, the secondary departments have been improved and enriched so that a greater number of boys and girls are remaining in school for the full high school course. This year many of these schools have had their largest enrollments because some of the older boys and girls who have not found other work have returned to school. In most of the other states there are fewer small schools either because a smaller percentage of the population is rural or because consolidation has progressed more rapidly.

The second reason why we have part-time school librarians is because our regulations govern the employment of librarians in secondary schools on the basis of secondary enrollment, whereas for effective service librarians should be employed to serve the entire school system on the basis of average daily attendance in all parts of the school system. Obviously the development of effective elementary school library service is essential to the development of thoroughly good high school libraries. We must supply books and library service at every age and grade level, but particularly when reading is being taught, when reading habits are being formed, when skills in finding and using materials are being acquired, when methods of investiga-

tion and study are being worked out. These skills, processes and habits are acquired during the early years in the elementary school. And the elementary schools are realizing that they can not undertake an activities program, that they cannot work on the unit basis, that an enriched curriculum is impossible without the help of a librarian. When a librarian is employed to serve the whole school rather than the upper part of the school, in many places full-time rather than part-time librarians will be needed.

The third reason why we have part-time school librarians is because our smaller schools employ only three or four teachers who have so much class room teaching to do that very little, if any, time can be spared for library work. No funds are available for engaging an additional person for the work. Again it seems to us that these conditions are not permanently fixed. Changes in methods of teaching and changes in attitude toward study may release a person from class room teaching or may emphasize the importance of the person who directs the book laboratory. When the value of the library is understood, schools will employ librarians. Our people will provide for the children whatever is truly essential.

My last question about part-time employment is this: Who knows how many persons a librarian can serve and serve well? What size book collection she can organize? What size room she can manage? If a librarian organizes and administers a school library for 500 pupils and teachers effectively for four or five years, will there be need for a larger or smaller book collection, for a larger or smaller reading room, for more or less of the librarian's time during the sixth year? Has anyone really measured? And in school library work is not the librarian the largest single factor for successful service? The school is one of the places where the person counts for most. It seems to us that we need to find many really successful school libraries and to study them over a period of years to determine whether the work of the librarian increases or diminishes during a period of continuing growth and to ascertain how many pupils a school librarian can actually serve when the service rendered is of the very best.

Notwithstanding our realization of the growth of schools, of the possibilities of consolidation, and of the value of extending the librarian's services from the secondary department to the whole school system, we recognize that for many years we shall have the problem of training school librarians for schools so small that they will require only part-time service. This indicates that part of the school librarian's time will be devoted to some other work and implies some other kind of training. We are interested in such possible combinations as a trained librarian employed to administer the school library and the public library, a trained librarian employed to serve two or three small schools of the same vicinity, and the trained teacher librarian.

Our plan for certification which became effective in 1930 provides two grades of certificates for school librarians, the school librarian's permanent certificate granted for full training and the school librarian's limited certificate granted for the completion of half of a full year's course in library science (sixteen semester hours credit) and for approximately two-thirds of the general background required for a permanent certificate. Since the regulations require that within three years from the date of the limited certificate the holder shall complete twenty-four semester hours' credit (three-quarters of a year's course) in library science and that within five years from the date of issue of the limited certificate the holder shall meet all the requirements for a permanent certificate, if he is continuing to serve as school librarian, full training for all school librarians, or more exactly, a continuous effort and approach toward full training is assured.

All of our approved library schools are working on the basis of a year's course in library science. Those which offer summer session courses are not concerned with "special short courses," "practical survey courses" or with any effort at a condensed curriculum. Each summer's work is part of the whole year's course. Summer session training and credit accumulate so as to be recognized as full training and to earn a certificate or a degree.

Some Book Proverbs

It takes as long to read a poor book as a good one.
It is never too late to read.
He who reads every book reads none.
He who borrows a book borrows something he cannot wholly return.
Only the curious read the last chapter first.
He lives a thousand lives who reads his books.

Training for the Part-Time School Librarian

By LOIS F. SHORTESS

State Supervisor of School Libraries, State Department of Education, Baton Rouge, Louisiana

BEFORE I START my defense of the teacher-librarian courses I want to make plain my stand that these courses can in no way take the place of a year's training in an accredited library school and that such elementary courses should not be confused with library school courses, or the teacher-librarians be placed on an equal footing with trained librarians. But I do contend that the elementary teacher-librarian courses are in some cases necessary and that they do have a place in giving some training to the teacher who must spend part-time in the library. I believe, however, that the courses should be regulated as to number of subjects offered and competence of instructors.

I believe that we, in the South, have a special problem in regard to these so-called "mushroom" schools; because many of them have sprung up supposedly to supply the demand for teacher-librarians created by the recent Southern Association standards which require some training for all librarians in their accredited high schools.

I can best explain my attitude by citing as an example the problems confronting me in Louisiana, and how I am trying to work them out. There are two types of high schools—those which are accredited by the Southern Association and the rest which are approved by the State Department of Education. In the summer of 1929 library standards were set up by the State Department of Education for its state-approved high schools requiring a minimum of six semester hours of library science for the teacher-librarians in those schools. This means that we have not only the librarians in our Southern Association high schools to take into consideration but also those which have state approval. One-fifth of the high schools in our State have fewer than fifty pupils, and nearly two-thirds of them have fewer than one hundred pupils. I would consider it ideal if each of our high schools could have the services of a trained librarian, but this would be obviously out of the question for schools of this size. And yet I am convinced that six weeks' training is far better than none at all. Three hundred and thirty-three high schools in the State need teacher-librarians with at least six semester hours of library science. It would be impossible for our one library school in the State to supply three hundred librarians, for three hundred librarians to be imported from out of the State, or to require teachers who spend only an hour or two a day in the library to go any great distance to get this training.

Having reached the conclusion that some training is advisable and that library school training is impractical, the question is, then, to make this six weeks' course the best possible. Again, I cite Louisiana as an example. There are three state colleges under the State Board of Education whose courses we can dictate. The State Board permits these colleges to offer six semester hours of library science in summer sessions only; courses to be given as set up by the Southern Association standards. Some colleges not under the State Board are giving courses. Although we cannot dictate courses to be given by these colleges, we do keep them to the same standard through our certification of the teacher-librarians. Only those are certificated who have had the three courses specified by the Southern Association and taught by competent instructors. These State Board regulations are effective only until the summer of 1933 when both State and Southern Association standards go into effect. At that time another survey of conditions is to be made. Then if we have in the State a sufficient number of librarians with necessary training to supply the demands of the high schools, it will mean only enough training courses to supply the turn over, in which case we expect to change the regulations and cut down the number of schools permitted to give courses.

As yet, we have made no provision in these colleges for training librarians who need twelve semester hours training. They, as well as the people needing a year's training, are having to get their work at Louisiana State University or some other accredited library school.

Two years of supervision in a state where some of the high-school libraries are in charge

Paper given at A. L. A. School Libraries Section, Training Round Table, New Orleans.

of teacher-librarians who have had this six weeks' course as against three years of supervision in a state where there is no provision for such training has convinced me of the value of it. You need only to walk into a school library in Louisiana with its neatly, well-kept books, systematic charging system and accession record, and contrast it with a hodge-podge collection of worn-out books, withdrawals kept in a note book and contrast the library atmosphere in the two places to realize that the six weeks has not been spent in vain. Recently, I have been almost willing to go farther and say that I believe that this type of six weeks' course is more valuable to the teacher-librarian in a small school than six weeks spent at a library school. As we all know, library school courses must be detailed and complete, preparing a librarian for a high school of a thousand students as well as for a smaller one. A librarian going into a high school of fifty pupils has much of what she learned in library school to adapt and simplify if she fits it to her limited needs and very limited time, and she has little background for judging how to make these adaptations. In these teacher-librarian courses she has it simplified for her—simplified organization, administration in a small school, condensed records and book selection.

One thing that we in Louisiana make a consistent effort to do is to impress on the students taking these library courses the fact that they are not trained librarians and that these credits are not transferable to a library school.

I believe that the main criticisms of these teacher-librarian courses come from states where courses are not regulated, where each college gives courses which it wants to give, by librarian or outsider—trained or untrained, also when the number is not regulated to fit the demands of the State. For example, in one State where there are 235 Southern Association high schools and no standards for high-school librarians in the other high schools in the State, there are eight such training agencies (none accredited), three of them giving as much as thirty semester hours work, two twelve, and on down, the type of courses varying as widely as the number of credits. Another State, with fewer than seventy-five Southern Association high schools and no State standards for the training of school librarians, has three such training agencies, none accredited.

In summary I want to repeat that whether or not these short courses are needed depends upon the number of teacher-librarians needed in the state to meet state and accrediting agency standards, the number of small high schools in the state that cannot employ trained librarians, and definite state regulations limiting number of courses, keeping the courses uniform, and seeing that they are given by competent librarians with, of course, the premise that in schools too small to employ trained librarians, some training is better than none at all.

Again This Quiet Day

Now when the autumn days again are turning,
As other autumns turned, through rust and red,
And the broad maples and the elms are burning
Like torches lifted for the royal dead,
I walk again these roads where lights are lying
Across the stricken glory of the year,
A little sad that summertime is dying,
But glad to think of winter evenings near.

This homing heart of mine is happiest still
In moving thus through one more quiet day
That burns itself to embers on the hill,
And finds me coming, in my usual way,
Up to this house whose yellow window light
Has drawn me home how many an autumn night.

——DAVID MORTON

The Board of Education Library

By MARGUERITE KIRK

Librarian, Board of Education, Newark, N. J.

THE BOARD of Education Library started four years ago when the administrative offices of the Board were moved into their new building. A librarian was employed and the accumulation of books and magazines scattered in the various offices was organized as a professional educational library. This Library gives service to the superintendents, directors, supervisors, and principals and all members of the educational staff who use the building.

The collection which will satisfy the varied requests of this particular group must of necessity be highly specialized and still widely varied. Permanent additions to the Board of Education Library are planned to cover the specialized educational field. Purchases consist of the latest educational books, magazines, monographs and research studies. A file of recent outstanding courses of study of other cities is in constant use by curriculum committees as well as by teachers planning new units of work. Educational yearbooks, directories, Board of Education reports and surveys of other cities, National Educational Association publications, state and government educational literature are useful for the type of reference work chiefly done in the Library.

Encyclopedias, foreign and English dictionaries, yearbooks and atlases form a small reference collection to answer questions not of a strictly educational nature. Reference work is greatly facilitated by the *Education Index* service to which the library subscribes. This indexes more than one hundred important educational periodicals, the latest educational books and pamplets as well as many publications of educational associations, institutions and foundations. A file of magazines indexed by the *Education Index* as well as many bulletins of city and state associations and school boards are available. All these periodicals and bulletins are reviewed upon receipt and sent to the members of the staff most interested. The Library also subscribes to the National Education Association Research Service. The circulars, studies, bulletins and bibliographies issued through this are of invaluable assistance to the Superintendent's office and the Research Department.

Local newspapers are clipped daily for school news and editorials. These are pasted on loose-leaf paper, assigned a subject, and sent to the Superintendent's office every morning. Later they are alphabeted and filed. Once a year this history of the schools is bound to form a permanent record of local school events. Last year the Public Library, which had kept a school scrap book since 1908, donated its complete file of this to the Board of Education Library. Since the Board of Education librarian acts in an advisory capacity to all school libraries and to schools wishing to establish libraries, an up-to-date file is kept of all material on school library organization and administration, book lists and studies of children's reading.

Principals and teachers selecting new books for their classes make frequent use of the reference collection of all books on the Newark Price List of Text Books. The Library also serves as a clearing house for new and unlisted texts and supplementary books and work books, as well as for new children's books submitted for review. These new titles may be borrowed for experimenting in the class room. The Library List of Supplementary Books for Elementary Schools and Classroom Libraries is revised on the basis of recommendations of supervisors, principals, teachers and librarians. A small representative collection of helpful books for the elementary school library is available for principals and teachers to consult.

The librarian prepares the Professional Reading List. This is approved by the Board of Education and frequently revised with the help of the Public Library, directors, supervisors, and principals. Books ordered from this list are charged to the schools' appropriation, and become the permanent property of the school. Many principals are gradually building up in their schools small, but workable professional libraries for their teachers.

The Library is called upon frequently for lists and bibliographies by the supervisory staff, principals and teachers. Individuals working out new units of work, committees for curriculum revision, or groups studying any phase of school work, may ask that all the available material on their topic be assembled. Small committees may meet in the Library where material selected is easily available. References will be sent to a school, however,

if that is a more convenient meeting place. The references selected will be listed if requested. Any of these lists which are of general interest are printed in the *Newark School Bulletin*. A large part of the information file of the Library is devoted to important bibliographies and lists.

While the permanent collection of special professional literature described above, growing with small yearly additions, eventually should take care of most of the strictly educational requests, the many and varied reading interests of the staff can only be met by the excellent service which is given by the Public Library. The Board of Education Library is both an extension of the Newark Public Library and also enjoys the same privileges which are given to high school libraries—delivery of all requested material three times a week. The extension collection provides circulating copies of new and old books both for recreational and professional use. The librarian sends in a monthly list of the professional books which are in great demand and an extension copy is provided for circulation. This is in addition to the copy bought by the Board of Education. The clerical staff make excellent use of the recreational collection and even superintendents and principals have been known to leave for the week-end with several detective stories wrapped in *The Nation's Schools*.

Requests which cannot be filled in the Board of Education Library are mailed to the Public Library and material requested is sent on the next day's trip. The circulation figure of 7,239 Public Library books loaned in 1931, through the extension collection and to fill special requests, indicates how large a contribution the Public Library makes to the service of the Board's Library. On the other hand, the Board of Education Library, because of its close contacts with administrative policies, is in a position to help the Public Library prepare for requests from the schools and to keep supervisors and principals informed of Public Library facilities.

Before the establishment of this Library, members of the supervisory and administrative staff were without any special library service in the building. The importance of this group's having the latest educational information easily accessible cannot be over-estimated. Not only are they very busy people but their influence is far-reaching upon teachers and children. The increasing use of this Library by school nurses, nutrition workers, child guidance teachers, attendance officers, and clerical workers as well as by the supervisors and administrators, fully justifies its existence.

The Child Leads—The Book Follows

By RUTH A. BARNES

Asst. Professor of English, Michigan State Normal College, Ypsilanti, Michigan

EARLY IN February, 1931, the Michigan State Normal College began an intimate study of the month-by-month publications of the Junior Literary Guild. The set-up was ideal for check and counter-check of one school against another and the staff involved was eager to keep step with the very latest developments in reading for children. Training School children are notoriously acceptable of experimentation and none is so eager to try things as a student teacher working out her problems under the supervision of a critic teacher known as an unquestioned authority in the field chosen. Every student teacher in turn must have her training in literature suitable for the age or grade child whom she wishes to teach. The academic Department of English provides two specialists in literature for children and these set the stage for all research and further experience in the field; the results of which research have blazed a trail of interest and curious enthusiasm for every organization involved; the children, the critics, the student teacher, the professor, the Guild and book publishers in general. The mutual aid society goes on and on; in circles which widen out to spirals.

In detail this is how it all works. First comes some work on theory for the student to absorb. He studies some abstractions set down in his texts and library references and learns that the dominant interest in adolescent psychology is the romantic; romantic being defined in terms of the distant (time or place), the strange (people or animals or lands), and the exciting (physical or mental). Next, the same student is turned into the various libraries where for an assigned period of time he may select his choice of the romantic as he sees it. *Adventures in the African Jungle,*

Mary and Carl Akeley, (Junior Literary Guild, 1931) may be chosen twenty times more often than Du Chaillu *Land of the Long Night* (1901 edition). All these questions arise out of such selection:

A. (The Teacher) What difference have you seen in the mechanics of the books?
B. (The Pupil) The 1931 Guild edition is correct-sized print for easy reading and has attractive end papers while the 1901 edition of Du Chaillu is too fine print for even an adult to read.
A. Are there other attractive units in the mere appearance of the 1931 Guild book on Africa?
B. Yes. It seems to me that the cover and cream paper and all, attract younger readers. Akeley's book looks good and it reads rapidly while the other by Du Chaillu forbids the younger reader by a dry style added to mechanical defects.
A. Would a new dress bring the older book into limelight again? It's been a good old stand-by, you know.
B. Yes, I think it would. In fact, many very delightful books need new and modern editions. Wasn't that Guild copy of *Lance of Kanana* an improvement over all I've ever seen? May I please take the two African books to my class at Lincoln High and see how country children react?
A. Yes; but we need them to re-check them by trying the city children in the same grade at Roosevelt. You know, there's a little boy over there in Grade VI who just returned from Africa where his father was chief botanist for a recent expedition.

Two weeks later the student reports again on his own initiative:

B. You know, lions and tigers and Africa went very slowly in Lincoln Grade VI because they were studying Poland and getting ready for a Polish fair, so they couldn't jump to Africa so soon. In Roosevelt VI they all read it in one week; the boys did; girls are slower on Africa.
A. We should then see what research has been done on the relationship between school studies and outside reading of children, shouldn't we?
B. I saw that yesterday in Helen Martin's monograph on *What Effect Does Illustration Have on Children's Reading.* School interest often controls the reading interest of a child. And another thing, there seems to be a difference in the General I. Q.'s of the two sixth grades.
A. Perhaps the critic teachers will give you access to the record of the standard tests. (We discover by that that Roosevelt VI is unusual in reading, with a range from Age 10 to Age 18, while Lincoln averages Age 11 with only one or two reading in a superior fashion.) The natural result of such discovery is to inquire as to the ideal reading grade for *Adventures in African Jungle,* Mary and Carl Akeley, Junior Literary Guild, 1931. It is probably Grade VII or Grade VIII, just where the editor placed it in the first place.

Then the next student teacher takes up the problem and finds a high rate of popularity for the adventure book in junior high reading for outside credit. Jointly, teacher and pupil make the notation that adventure is a form of romantic reading popular in junior high grades. The list of adventure swells to *Digging in Yucatan, Elephant King, Lance of Kanana, Mountain Girl, Sun Up, Swallowdale, Young Fu, Young Trajan,* and we suddenly find ourselves leaning toward newer books. Of course, *Treasure Island* always holds its own with thirteen-year-olds. There is only one woman in the yarn and she's the mother of Jim Hawkins; all other action centers around the boy hero. That action never ceases; the doings are always extraordinary and Robert Louis Stevenson is still Robert Louis Stevenson, the careful artist with words.

Somewhere along the interesting career of our book-adventure arrives the critic and on several occasions she has been kind enough to read aloud to an entire class because the children asked for that particular book. Almost always the critic and the professor of the English Department keep in close touch as to what student teachers are doing with children and with their books. Viewed from whatever angle possible, the whole procedure is one of stimulation and fascination.

What conclusion does it all come to eventually? Just this: Children have their own tastes often very different from adult choice. The child comes first and must be met on his own level. The eleventh commandment written especially for educators seems to be "Remember thou the days of thine own youth." No adult can force upon the emotional consciousness of a child that literary food he has no digestive processes for without courting a case of spiritual mal-nutrition and literary indigestion. Exposure doesn't always prove successful either. Children are children and thus they shall ever be. We adults need keener observation and more research to know them more intimately.

Again and again during this year of trial and error the books have come to our hands and met with degrees of approval or disapproval based upon our adult and limited views of what the children might or might not approve. Again and again subsequent proof has forced many of us to change our opinions and admit why the child liked thus and so or didn't like it. A case in point is that intimate history known as *The Little House in the Big Woods* by Laura Wilder. The second grade critic and college teacher agreed that it seemed rather ordinary in textual matter and neither could place any theoretical reason why so young a child as age seven could find mutual interest in common events outside his personal experience, etc. The facts belonged to another day and generation and had so little analogy in modern life, etc. So the two dwelt in a world of theory

in spite of which more than ninety per cent of that same second grade teacher's urchin children showed a marked approval. When coaxed for a reason, the replies came, "That's the way my grandma said she did when she was a little girl like me." "I like butchering, for my mamma says it's like that." "Wasn't it fun when they made soap?" Thus theory falls by the wayside or perhaps the consulting adults forgot to reckon that a strong quality of child-mind is curiosity, particularly about the every-day facts of life and that Mrs. Wilder's little history satisfies a very great many of those same little curious wonderings. It is truly the adult who must bridge the gap between grown-ups and childhood. *Little House in the Big Wood* stands as a prime favorite. So does *Little Blacknose* by Hildegarde Swift, that delightful little history of the DeWitt Clinton engine which sent horses snorting in fear along their pasture bars. The college professor thought it much too hard for first grade babies but the drama, the conservation, the action saved the day. Liberal expurgation was employed with the long passages of description but Blacknose was king of all he surveyed and made a lasting impression on baby minds. "Isn't he funny where he puffs and makes the big horse run?" says one. "I'm going to have my papa take me to the Grand Central Terminal so I can see Blacknose," volunteered a second voice. "We measured on the side of the barn how far he will come and he's awfully little," said a son of the soil. "History will make quite as interesting material as anything if properly presented," said a very wise man who has had a long and successful career humanizing the characters of history, and he added, "Why not dramatize and humanize some of the great machines of a machine-age civilization?" Another psychological principle thereby lies shattered or more truthfully is conquered by a second principle, as long as action occurs and occurs logically, the actor is of little consequence

Diggers and Builders by Henry Lent opened up to some children the real meaning of the processes of excavation, construction and the trade of building in general. A new house in the neighborhood drove many toward a book that helped explain what it was all about. Perhaps construction gangs the United States of America over are attacked by the same bombardment of small boy questions and small boy armies climbing over the job. Mr. Lent feels the need for intelligence framed simply enough to be grasped by baby minds. He's done a clever bit of answering questions through the man who mixes the cement, the derrick man and others of the builder's gang.

Never a month passes that the arrival and study of Guild books doesn't bring some surprising result. The excellent army of critic teachers, each one of whom is a specialist in her own right and bears academic degrees of high rank, cooperates with avidity. All sorts of professional tests are available and administered by them but they are ever seeking the human equation which is, after all, the most essential of all equipment for the teacher. The college students who do their practice teaching are delighted to court a grade of A by exploring far afield past the line fences set by former years. Here is clay for their hands; new, fresh, untried and many of them are keen critics with a world of theory behind their bright eyes. Theory and practice join hands and the chance is the students do watch the result of that union. A number of enthusiastic and particularly capable students seeking a degree in English have done remarkably capable work in checking reader against reader, type of work against an opposite type, and city child against country child, as well as colored against Caucasian.

The books are so attractive in form and illustration that children, student and critic welcome a chance to work with the book that is the latest word. Two pieces of uncanny timeliness appeared when *Young Fu of the Upper Yangtze* appeared in March of this year and *The Fun of It*, by Amelia Earhart before the lady was scarcely back in America after her ocean flight. Children appear to be keen followers of current events, especially those already arrived at the reading level of the American daily newspaper. Sixth grade reading is that level to which editors build news stories.

This entire Literary Guild project has served to place in the hands of four groups of particularly interested people the tools for a favorite hobby. Many people who have become acquainted with children's literature in its phenomenal growth of the last fifteen years are willing to say that until very recently, perhaps five years, there has been an all too small recognition of its possibilities. Some of us pioneers found no bibliographies, no texts, no really artful productions quite within range of younger readers, and above all no genuine investigation of what was needed or why. A new day has dawned. The book is seeking the child. Even here "a little child shall lead them." The pity of it all is that we have no really scientific way of measuring the whys and the whats. We can but observe closely what children like and try our adult best to follow, to see even with the eyes of a child the whys of their world.

THE
LIBRARY JOURNAL

September 15, 1932

Editorials

YEAR BY YEAR the library and the school work more and more hand in hand with each other in the education of the rising generation on whom rest the hope of a happier future for a world of peace and plenty. The high school librarian of whom now there are hundreds, is a member of two noble professions as also is the school librarian in the larger graded school, particularly of the cities, increasing in numbers and finding her scarcely less important field of usefulness. It is a criticism of the school that with classes of thirty to fifty for each teacher the curriculum and practice are adapted especially to the average child, while defectives have special attention in special schools and the gifted child is held down to the average by the school routine. It is here that the teacher may well look to the librarian for aid and comfort. The library, as has been pointed out, is individual, while the school works in mass, and by wise suggestion to the more clever children they can be directed in the choice of books to those which will fit their special needs and give them the outlook which the average child cannot attain. It should be the general practice in school and library work that each term there should be a consultation between the library and school sides of the work, especially in places where the school has no librarian of its own but depends upon the librarian of the public library for cooperation from that side. This might even go so far as to discuss individually this same gifted child whom the teacher regretfully finds is not satisfied with what she can get from the school itself. It behooves not only school librarians, but public librarians as well, to understand the developments in the field of education, for in communities where there are no libraries in the elementary schools the public library must supply the gap. "The Child Leads—The Book Follows" phrases the attitude which should be adopted throughout. When Margaret Sullivan was sent to bring Helen Keller out of her primeval darkness she said to Anagnos, who asked her how she would teach the child, that she would let the child teach her. This is thoroughly in line with good educational methods and should not be forgotten.

•

THERE IS fresh indication of the spread of library meetings, especially in the interesting development of regional conferences of which the new five-state gathering is a foremost example. The Des Moines meeting will call together representatives from 800 libraries in Iowa, Kansas, Minnesota, Missouri, and Nebraska and, with ten or more other State meetings scheduled for October, as well as "Library Week" at Lake Placid this month, the autumn season of library gatherings should be productive of much interesting discussion and wise cooperation.

•

BOOK THIEVERY has not been altogether stopped by convictions in recent years, but in two cases within this month vigorous prosecution is going forward and it is to be hoped the culprits will be dealt with in a way to discourage further thefts, whether as in one case apparently by a book dealer who knew what he was about in selecting choice editions or as in the other case of an ordinary thief who managed to abstract books at wholesale. Eternal vigilance is still necessary on the part of librarians.

•

THERESA WEST, born two years after the first national conference and entering her library career one year after the A. L. A. was born, at once made her mark, and on her promotion from deputy to chief librarian, after the unfortunate record of Dr. Linderfelt, superintended the erection of its new library building and put Milwaukee on the library map. As the first woman president of the A.L.A., 1911-12, she led the Association on its second visit to Canada for the Ottawa conference, a conference which did much to knit together Canadian and American development. Her work in popular bibliography was the result of wide knowledge and industrious application, especially when after her marriage with her fellow-librarian Mrs. Henry L. Elmendorf became his assistant at Buffalo and had to do with the new development in that library field. She will be remembered with abiding appreciation, especially by the elders of the A. L. A. who have been her contemporaries throughout.

Library Chat

DR. AXEL MUNTHE, during his recent visit to the United States, remarked very unfavorably about the prevalence of young women in library work. To this he attributed the fact that American libraries lose much of their dignity, much of their scholarly atmosphere. This may be very true, but what Mr. Stefan Zweig has to say about the man at the head of one library, whom he depicts in his short story, "Book-Mendel,"[1] makes us sigh with relief and take shelter in the old adage "A librarian must never expect to be appreciated."

Doubtless Mr. Zweig has had some unpleasant experiences, despite—or, perhaps, because of—the fact that in the great libraries of Europe each librarian is a specialist, a doctor, in his own field. Let us hope that it was only his love of the dramatic that made him describe the librarian as he does: "I was at that time doing research on the little known hypnotist Mesmer, with small luck on the whole, since the books on the subject at the university library were inadequate and the Librarian, seeing in me a guileless beginner, was unfriendly: the search for information was my affair, not his." Again, the hero of this short story, a bibliophile, describes the Librarian as "No, he didn't know how. He is a 'parch,' a jackass with grey hair. I know him, God should pity him, for twenty years already, and he has learned in all this time nothing. Pocket his wages, that is all he knows. Bricks he should be carrying, this doctor, instead of sitting among books."

The story goes on to describe this bibliomaniac, who was a "titan, a lexicon on two legs," and his most unfortunate fate when caught in the turmoil of the World War. For him, who "forsook the hard solitary God, Jehovah, for the pleasanter polytheistic worship of books," nationality had no meaning Therefore, in the midst of the commotion, he, a Russian, residing in Vienna, committed the grave error of sending post-cards to the booksellers of France and England, complaining that he hadn't received his last issue of the *Bulletin Bibliographie de la France* or his *Antiquarian*. For this unpardonable breach, he was sent as a spy to a military camp. Through the kind intervention of some book-loving friends, he was released. But those two years of hardship left their mark—"No, Mendel was not the same man, not the 'Miraculum mundi,' not the magic registrar of the world's literature any more."

And so, with Mr. Zweig's vivid portrayal in our minds of the sadness of forgetfulness, we appreciate more the science of bibliography.

But let us not be too optimistic. Are we not losing sight of the invigorating life between the covers of the book? This is most easy in these years of hardship, when everywhere we are cutting expenditures to meet the "reduced budget." Routine is a vampire which may suck our interest in books as books. This, I believe, is the essence of the lesson Mr. Zweig teaches librarians.

——SYLVIA J. LEIBOVITZ.

[1] Zweig, Stefan. "Book-Mendel." In *Menorah Journal*, Summer, 1932.

•

IN YOUR DAYS as a library apprentice or in your library school days what did you learn about cleaning books? One of the memories which graduates of one library school always talk about when they get together is the Scrub Club. The club met twice a week for a three-hour period. The members were composed of two sections of the library school class. As they went down the winding stairway which connects the library school with the public library, their faces were rather glum, for cleaning and mending books did not appeal to them. As a distinct contrast, you should have seen the joyous expressions on the countenances of the regular staff members. Once more the "studes" would be doing the despised work and getting books ready for the branches and deposit stations. Amongst these students there was one who looked ahead and thoroughly enjoyed adding to the piles of clean and mended books for she realized that with kneaded rubber erasers, a little elbow grease, some paste and a bit of book cloth, old favorites were made as good as new. As a reward for this interest she was put in charge of the Scrub Club and taught many a student how to mend and clean books.

——M. R.

•

SINCE OUR merchants were offering bargain inducements to customers, we advertised a Bargain Week at the Library for our patrons, July 18-23. All books due up to last named date returnable without fine. Over the charging desk on July 23, 1932, was handed Ellen Glasgow's *Voice of the People* having our accession number 97—last date stamped due July 22, 1907—25 years and one day, with patron expressing deepest regret that it could not have been returned one day sooner. What we really want to know is—have we broken the record for return of overdue books?

——MIRIAM NETTER.

Librarian Authors

SUE I. SILLIMAN, daughter of Arthur and Mary E. (Stoufer) Silliman, pioneers of Michigan, is descended from well known American pioneer families: Lee, Robbins, Silliman, Van Vleit, Middagh — through ten generations of American born ancestry to Sarah de Rapalje, the first white child born of European parents in New Netherland. With such a background it is not surprising that Miss Silliman is specially interested in biographical sketches of the pioneers, in genealogy, in folk lore and that the Three Rivers, Michigan, Public Library of which she is librarian, has an unusually fine collection of manuscript records in local history—valuable source material for genealogical research which has been collected and filed by local patriotic societies.

Miss Silliman was educated in the Three Rivers public schools, in Miss Ruth Hoppin's private school and at Columbia University. She received her first instruction in library work at the Michigan State Library under the direction of Mrs. Mary C. Spencer. She has been librarian of the Three Rivers Public Library since 1902. During her years of service she has emphasized the need of cooperation between the public library and the organized local societies. She was one of the pioneers in library work to advocate collection of local history through the Daughters of the American Revolution and the local historical societies for local libraries; the library lending trained assistance in making such material accessible as reference material for public use.

Her recent publication, *St. Joseph in Homespun,* is a collection of folk stories of St. Joseph county (Michigan) which were selected from the historical material of the Three Rivers Library and the publication is the Library's contribution to the celebration of the city's centennial. In the "Introduction" the author explains: "The book is not to be considered a history. It is merely snapshots along the old Indian trails when through the shadowy forest there passed the colorful pageant of Michigan pioneers."

Miss Silliman is a contributor to the *Michigan History Magazine* and other periodicals and newspapers. Among her best-known sketches are: Frank Dwight Baldwin, Major General U. S. A.; Governor John S. Barry—"Prince of Puddleford"; Paper Villages; Revolutionary Soldiers of Michigan, etc. During the World War she was appointed by Governor Albert Sleeper, as a war historian

Sue I. Silliman

and as such compiled the biographical and military sketches of 1,200 soldiers who served from St. Joseph County. As state historian of the Daughters of the American Revolution and later as state librarian of that organization she has had state supervision of the collection of Michigan vital records as genealogical material for the Genealogical Department of the Michigan State Library.

An earlier volume, *Michigan Military Records,* compiled by Miss Silliman, was published by the Michigan Historical Commission, in 1921. It is a compilation of biographical and military records of Michigan heroes who have been awarded the Congressional Medal of Honor. Of special interest, also, to genealogical workers with Michigan material is her recent compilation, "Index to Michigan Families," a card index of about 8000 entries of the forty families listed in the Michigan Pioneer and Historical Collections. One copy of this index has been made for the National D. A. R. Library at Washington, a second copy for the Michigan State Library, while the original copy is on file in the Three Rivers Library.

Small Libraries

The Heart of Library Service

THE TITLE "The Heart of Library Service as Seen by a New Librarian" has for some time been tucked away awaiting the article to accompany it and all along I have had the feeling that it would be very personal. Yet I pause to make no apologies since, after five years in library work, I feel impelled to give my reaction to it.

It would take more than the near coincidence by which I happened into library work to uproot me, now that my own heart strings are so closely entwined with the heart of library service. I had expected to be satisfied but I did not dare hope for such contentment that my heart fairly sings for joy. Except for necessary technical training, library work did not prove new to me. Rather it presents a rare combination of past experiences, proving my theory that nothing is ever lost. My own wealth of teaching memories gives me an understanding of children and their problems and makes me equal to the element of teaching to which every librarian falls heir. My office training, during the days of Washington and the war, finds full fruition in the multiplicity of library details. Furthermore, library work furnishes genuine satisfaction for the urge to render real service, previously turning, in my own case, into missionary channels.

Too often through eagerness for the exactness of details, librarians are in danger of becoming immune to the very heart of its service. Just recently I had to remind myself afresh of the truth of this statement. In handling a book, my mind flew back to the day I had placed it on the shelf resplendent in its newness. Every process, from selecting to shellacing, had been done by my own interested fingers. Almost with regret I had placed it into the first pair of eager, but none too clean, hands. The attractive cover has long since been replaced at the bindery. Corners have been turned down and there are marks of dirty fingers on almost every page. Yet the card bears the names of sixty-nine little girls who have read the book. And who can estimate the influence of even one good book on the lives of so many little girls marching to womanhood?

Nowhere is this spirit of service so manifest as among librarians and those who work with them. There are two former teachers in library school to whom I still turn when arise knotty problems of cataloging. I have never failed to receive the most sympathetic cooperation from fellow librarians. A librarian friend and I exchange visits at intervals and always the happiest hours are spent in our little libraries talking over mutual problems and passing on helpful suggestions. I feel a sort of personal relation with my book dealer and magazine agency and the visits of the bookbinder's representative are suggestive of a cup of tea. The service basis on which so many library tools are made available are a constant source of marvel to me. Library magazines to which I have sent occasional contributions have been cordial in their acceptance.

My own days are sprinkled with bits of service, rare compensations for endless steps and countless worries. The interests of the students and teachers become one with that of the school library. Some come with a definite need and only limited time; others must first determine what they want. Some come timidly for any good book to read; others have in mind a certain book and are slow to accept a substitute. Occasionally, the request is frankly for someone outside the school pale, a poem for Auntie's club program or a book of Indians for Grandpa. Many, starved for good reading, must first build a background for literature appreciation, while some are reading beyond their years. Others have reached high school with an apathy, or decided distaste for reading. There is a wide gap to be bridged between the reading required for credit and that which the pupils do purely for pleasure. Students following certain hobbies in reading must be kept from over indulgence along one line. All of which calls for the highest type of specialized service which taxes my capacity.

Glancing back I miss much of library parlance. Not once have I made reference to ephemeral material or bibliographical detail. I am not unmindful of problems which confront librarians constantly. Some days when the door has closed on the last student I am too tired to catalog the book for which a teacher clamors. There is never money sufficient for the needs and I long for more space and better equipment. But—the heart of library service appeals to the heart of me. I look forward to many years in libraries and if books are a part of Heaven's reward, I bid to check them out!

——AZILE M. WOFFORD.

Book Reviews

The Prussian Union Catalogue

UNTIL last year there were three great bibliographical tools at the command of the librarian. They were:

1. The card catalog of the Library of Congress, depository files of which can be found in large libraries throughout the world;
2. The British Museum *Catalogue of Printed Books*, consisting of 108 volumes published between 1881 and 1905, a new edition of which is now in course of publication; and
3. The Bibliothèque Nationale *Catalogue Générale*, a more limited catalog, under authors' names only. The first volume was published in 1900 and the catalog is now published as far as the letter M.

In 1931 a fourth catalog was commenced which must rank beside these three. It is being published by the Prussian State Library and is called the *Union Catalogue of the Prussian Libraries with Indication of Duplicate Holdings in the Bavarian State Library at Munich and the National Library in Vienna* (*Gesamtkatalog der preussischen Bibliotheken mit Nachweis des identischen Besitzes der bayerischen Staatsbibliothek in München und der Nationalbibliothek in Wien*).

The union catalog owes its origin largely to Friedrich Althoff who was responsible for the modern Prussian library system. It was under his influence that Treitschke in 1884 wrote an account of the Prussian State Library, then called the Royal Library of Berlin, at the end of which he advocated centralization of the whole Prussian library system. His proposal was at first to collect the catalogs of the larger Prussian libraries at the State Library and he felt that the benefits would soon be perceived by other German libraries so that they would be glad to follow suit.

Nothing further happened until in 1888 Althoff himself took the matter in hand. On the 6 of August, 1888, an executive order announced the plan of a central catalog that would tend to greater simplicity, standardization and consistency in the cataloging practices of the libraries concerned. A commission was appointed to carry out the plan. Its first task was to prepare instructions for the catalog and these were published in December, 1888. It looked at the problem in two ways. New accessions were to be recorded in weekly bulletins, while the existing holdings were to be recorded in larger bulletins that would be issued less frequently. In 1891 the list of accessions was started, though it was confined at first to acquisitions to the Prussian State Library and the University of Berlin Library. In order to save time, alphabetical order was neglected. It was not until 1896, when the project had developed sufficiently, that time was taken to introduce alphabetical order. Then in 1897 the printing was extended to cover new accessions in all the Prussian university libraries.

The Prussian budget for 1895-6 provided a sum equal to about $75,000 for the production of the union catalog, putting the project on a substantial basis. From 1897 to 1907 the work was under the direction of a commission. In 1907 it came under the control of the Council for Library Affairs which was a part of the Department for Public Instruction. (It should be remembered that state and university libraries are under government control in Germany.)

In 1898 it was decided that a card catalog was a necessary prerequisite to a printed catalog. The basis of this card catalog should be the catalog of the Prussian State Library which could be checked section by section in the university libraries. Identical holdings could so be recorded and new titles listed. On this basis work was actually started on January 2, 1903. Cards were sent out in two lots, those which were straightforward and those which presented difficulties. They were sent to the Prussian university libraries in this order: Breslau, Halle, Marburg, Bonn, Münster, Göttingen, Kiel, Greifswald, Königsberg and Berlin. For the straightforward entries the task was ended in 1920, but it was two years later before the work on the difficult entries was concluded.

The work was interrupted by the war, but from 1905 information was given as to the location of books such as is given by the Union Catalog at the Library of Congress now. In 1905 answers were given to 3300 such inquiries and in 1930 to 19,000. About 75 per cent could be answered satisfactorily. These figures do not include direct requests made in Berlin, in 1930 to the number of 22,000. Requests have come from all parts of the world and its success is indicated by the fact that a League of Nations committee has recommended the creation of similar agencies in all countries.

In 1912 a sample volume of the printed

catalog was prepared and received the approval of the Council for Library Affairs. The war interrupted the plans for proceeding on that basis and it was not until 1925 that printing was once more sanctioned. Revision of the manuscript for printing was begun in 1926. As problems arose, written rules were made. At the same time, samples of printing were obtained from different firms in order to determine the format. The scope was extended by the inclusion of the college library at Braunsberg and the four technical college libraries at Aachen, Berlin, Breslau and Hannover. About the same time the Bavarian and Austrian libraries came into the scheme also; they checked only duplicate holdings and did not attempt to list new titles, however.

The first volume made its appearance in 1931 and it was decided to include books printed before January 1, 1930. Books of a later imprint will be taken care of by the current list of accessions. No attempt was made to include university and school publications, items of merely occasional interest, oriental texts, music scopes and maps (other than atlases). Incunabula are listed briefly, the symbol GW referring to the *Union-Catalogue of Incunabula* for full information.

Editions of the *Bible* are to be listed under the catchword "Biblia" and periodicals are to be grouped under the catchword "Zeitschriften." This latter will not be of great importance as there already is a union list of periodicals in German libraries.

Essential parts of titles are given in full, unessential parts are abbreviated. Material supplied from other parts of the book is given in round brackets, from other sources in square brackets. Translations follow the original entry, whose title is given in square brackets before the translated title. Pagination is given for single volumes and for sets with continuous numbering. The size is omitted for octavos; also for quartos and folios when it is contained in the call number for the libraries listed as 1-12 (figures being used as the symbols for libraries, not letters as in the *Union List of Serials*). The sign 2° is used instead of fü. The form 2 v. is not used, but Vol. 1.2. For more than two volumes the form Vol. 1-3 is used.

Names are given in full when they are known, even for added entries. Dates of birth and death are not used, but if it is necessary to use a date for purposes of identification, the date of the author's first book is used after the name. Thus "Adler, Felix. 1877" does not mean that Adler was born in 1877; it only means that his first book was published then. This practice must reduce the cost of establishing author entries to a considerable degree.

Title entries are used freely, but follow the German practice of alphabetizing by noun. Thus *Further Advances in Physiology* and *Recent Advances in Physiology* are both listed under "Advances."

The symbol °° is used to indicate gaps. Thus °° S. 161-176 means that pages 161-176 are missing.

The work is similar in format to the new British Museum Catalog. The first volume has 960 columns running to "Adveniat"; the British Museum passes these letters at column 972 and goes on to column 1004.

There is a proposal on foot to issue another union catalog to list the holding of the large German libraries not represented in this catalog. That scheme is held up by the problem of finance, but it is clear from the present work that the Germans are alive to modern library tendencies and can carry out a big task (the Prussian catalog is to include 7,000,000 titles) efficiently and highly satisfactorily. In fact they even claim more than a little distinction in the development of the union catalog idea, pointing with pride not only to the history of the present scheme but also to the fact that Goethe, whose creative brain reached into many fields, for a while had the notion of a union catalog for the libraries of Weimar and Jena.[1]

——ANDREW D. OSBORN,
The New York Public Library.

Panorama Booklist Of United States

THE BOOKSHOP for Boys and Girls, 270 Boylston Street, Boston, Massachusetts, has printed a panorama booklist "All Aboard on the Old 44" or a Panorama Booklist of the United States. This booklist will fit in with the emphasis of Children's Book Week this year which is to be on books about America. Copies may be obtained for 10 c. each or for 5 c. each on orders of more than one.

To Exhibit Scott's Works

AN EXHIBITION of manuscripts and first editions of Sir Walter Scott will be opened at Columbia University September 21 to celebrate the one hundredth anniversary of the death of the Scottish author and poet. The exhibition will continue through October.

[1] Cf. Ernst Kuhnert in *Zentralblatt für Bibliothekswesen*, v. 49, p. 117. 1932. Much of the history of the Prussian union catalog has been taken from Kuhnert's article.

The Open Round Table

Conditions Increase Use of Library

ALTHOUGH the fact is that conditions of the past two years have greatly increased the use being made of public libraries there is a question if city officials and the general public do realize the extent and effect of these increases. For example the Scranton, Pennsylvania, Public Library in the last two years' time has had an increase in library business of 69 per cent. Moreover this increase has been with practically the same equipment, the same staff and the same budget. It should not require an unusually intelligent business man, or man of the street, to realize the strain and the stress and the need of readjustments to meet such conditions in our public libraries.

——HAROLD A. WOOSTER,
Librarian, Scranton, Pa., Public Library.

Bogle Memorial

CONTRIBUTIONS toward a scholarship to be known as The Sarah C. N. Bogle International Library Scholarship are invited by a committee of Miss Bogle's friends who have been commissioned by the A. L. A. Executive Board to arrange for a memorial. This action by the Executive Board is in response to many requests.

The fund will be held by the A. L. A. as an endowment fund. The interest derived from the fund will be used to bring foreign librarians to the United States or Canada for study, or to send librarians from the United State of Canada for study abroad. If sufficient funds are received the scholarship will be awarded annually; if not, it will be offered as frequently as enough interest accumulates. The scholarships will be awarded by the A. L. A. Committee on Scholarships and Fellowships.

Contributions may be made in any amount, payable at once or in installments. Pledges of future payments are also solicited.

Checks should be made payable to the American Library Association, and sent to A. L. A. Headquarters, 520 North Michigan Avenue, Chicago. Please write "Bogle Memorial" in lower left hand corner of check, or enclose a note showing that the check is to be credited to this fund.

RALPH MUNN, *Chairman,*
Sarah C. N. Bogle Memorial Committee.

Personnel Development In Library Service

WE ARE TOLD that an over-supply of librarians exists for the first time in history. What adjustments must be made as a result of this fact are not certain, but perhaps one or two predictions can be safely ventured. Higher standards for those admitted to library schools are inevitable. A more far-reaching consequence which we cannot at present fully anticipate, will be increasing pressure upon those already employed to grow in usefulness and power. This matter of development of personnel in service has received less attention in the library profession than in many others. We have taken it for granted that the work itself means growth for those engaged in it, but dissatisfaction with existing conditions is frequently expressed. Lack of scholarship on the part of librarians has been the particular target of much of the unfavorable criticism, although the censure often takes the form of generalities which have little immediate bearing upon conditions as they exist. It is this single phase of development which I shall discuss briefly, purposely ignoring all others. The entire subject may well receive careful consideration and study.

Permit me to read you a few of the pronouncements of a jury of our peers in the professional journals of the past year.

"We librarians as a class are not possessed of sufficiently high education attainments; we are not as a class distinguished for a knowledge of good books." [1]

"That we, as members of the library profession, are stamped with the stigma of mediocrity there can be no doubt." [2]

"Do most of us read classics for our own 'recreational' reading? That is a foolish question, since all the world knows that most librarians may not and do not read." [3]

"Superficiality is essential in librarianship." [4]

It is the mode to diagnose the ills of the library profession. Judgments passed within the ranks are a healthy sign, a result of growing to adult state. Improvement will follow more readily, however, if concrete remedies are suggested, for our feeling of inadequacy is only enhanced if we are told repeatedly that we are inferior, and no thorough-going

[1] Thompson, C. S. Do we want a library science? LIBRARY JOURNAL, 56: 581-7, July '31.
[2] Shera, J. H. Handmaidens of the learned world. LIBRARY JOURNAL, 56:21-2, Jan. 1, '31.
[3] McPherson, O. H. Reading hobbies. LIBRARY JOURNAL, 56: 733-8, Sept. 15, '31.
[4] Shaw, C. B. Librarian and scholarship. LIBRARY JOURNAL, 57: 502-4, June 1, '32.

program of regeneration is outlined. We suspect that while our critics greatly desire an increase of learning for us, they blind themselves to the laborious process by which a truly cultivated mind is acquired.

One of the unescapable difficulties is that the library profession stands today midway between the learned professions and the technical ones. Efficient organization is necessary if an institution is to function creditably. The librarian of a large library, or the head of a large department has administrative and personnel problems comparable to those of a large industrial plant, and most of these problems are present in diminished degree in the smallest library.

On the other hand, there are our critics who feel that we should, in addition, meet lofty intellectual standards. But how can one who gives more than a full day of time and energy to administrative problems find an equal, or sufficient, amount of time and energy for scholarly pursuits which will fit him to take his rightful place among those who speak with authority on things of the mind? This is the problem confronting us and it is not solved by criticism alone.

I, too, believe that the future effectiveness of the profession depends more largely upon the intellectual status of its personnel than upon any other single factor. General recognition of librarians as scholars in their own right is indispensable to the type of service which our prophets have visioned, but this is to state a goal, and the method of attaining it is not easily delineated. We are faced with actual conditions and we long for an ideal.

If then, for the sake of argument, you will grant my thesis, several possibilities appear. The differentiation between professional and clerical duties which has long been discussed will become an established fact and these gradations of service will determine the type of person who fills the position. Training alone will not necessarily mean the open sesame to the professional class as opposed to the clerical. A library school graduate with a major in such fields as commercial work, education, journalism, and home economics may be fitted for special libraries in these fields, but he will not be considered adequately prepared for a more general type of service because of a too limited background.

In addition, an applicant for a position in the professional class will be expected to give evidence of interest in things scholarly and of intention to continue development along certain specified lines. The young librarian will be helped to a realization of the fact that much of the assistance which patrons desire requires a rather low level of bibliographic ability, and leads to a too easily acquired sense of satisfaction; that much work with minds immature, or in need of simple information, does not make for growth; that a never-ceasing effort is necesary to combat a slow accretion of comfortable complacency.

You will note that I speak in terms of the young assistant. In mid-career, there comes the realization that it is too late to right-about-face and recapture lost opportunities, and then follows the desire to transform the members of the succeeding generation. If one could only warn them that if they are not careful, they will be no better than their predecessors! They know our shortcomings. Youth sees through pretense with a perfectly diabolical clarity, but can it profit by vicarious experience and discern early enough that "life is short and the craft so long to learn"? Any improvement in status for the profession as a whole must, obviously, result from efforts made at the beginning of individual careers and continued through years of service. Intellectual attainments are a fruit of slow growth.

For we know that these attainments are not the inevitable result of years of employment. There is under way at the present time an investigation of college faculty scholarship by a Commission of the Association of American Colleges and I wish I might read you verbatim the preliminary report of this Commission, if you have not seen it. There is summed up much that I would say regarding librarians, and what a relief it is to know that other professions find slight imperfections here and there! Permit me to quote from this report:

> "We all tend to assume that a person well-trained and well-employed will remain a valuable factor in the life of the institution . . . yet the experience of industry and our own experience indicate with perfect definiteness that good training and selective employment do not guarantee good work . . . and some of the best teaching (is) done by those newly trained and freshly enlisted. . . . The college, like industry, sometimes faces a problem of premature obsolescence.
>
> "The fault lies partly in the . . . schools which have given the trappings . . . of scholarship to men and women who never were and never will be scholars. Partly, the fault is with individuals who enter a learned profession with no passion for learning.
>
> "Partly, however, it is our own fault. . . . The mere teacher of average intelligence plays out before he reaches the age of fifty, for by that time he has fallen back a quarter of a century in his knowledge. People going into dangerous trades must develop powers of resistance. The teacher must develop resistance by setting for himself intellectual tasks which demand all his powers."[5]

[5] Wriston, H. M. Report of Committee on Faculty and Student Scholarship. American Association of Colleges. *Bulletin*. 17: 37-40, March '31.

Unfortunately fifty is too late for remedial measures to be applied, but given the young assistant recently from college and library school, interested in the work and with at least a fair degree of passion for things intellectual, what can be done to insure his continuing growth while in service? Authorities are not in accord as to the merits of additional formal courses and degrees. There is surely agreement that the pursuit of degrees *per se* is undesirable. The insignia are not, perhaps, so important, but much can be said for the formal course. It provides in a limited time a firm foundation upon which to build a broader knowledge, and it often affords opportunity for investigation which procrastination, or press of the daily schedule, might indefinitely postpone,

As to the importance of reading, there can be no question and Miss Rathbone states the case fully in her splendid presidential address. The Commission quoted above is to study faculty reading habits. If there is merit in reading surveys, which some have doubted, a study of librarians' reading would be revealing in the light of the present question. In one survey of the reading interests of the alumni of a single college, the librarians, small in number to be sure, made a less imposing record than did college teachers.

Suppose, as a beginning, that each librarian present were to return and ask each staff member to answer, anonymously, such questions as the following:

1. What books and magazines have you read during the past year?
2. What formal courses, evening, summer or correspondence have you taken?
   If the librarian does not approve of formal courses, this will not be asked.
3. What courses of reading or study, other than the above have you followed?
   This question will, of course, be anathema to the person who believes that only harm can result from any restraint placed upon the love of reading.
4. What travel has added to your mental equipment?
5. What investigations, professional or personal, requiring some protracted study have been carried on outside of library hours?
6. What foreign language do you read regularly and with pleasure?
   We scoff at the advertisements which recommend fifteen minutes a day for a complete culture, but this period spent on a foreign language after the usual college course of two years would accomplish wonders.
7. What definite plan for study have you for the next two or three years?

The showing made in reply to such an inquiry might indicate any number of things: that the library week is too long; that time for summer or extension courses should be granted; that periodic leaves of absence for study should be easily available; that adequate time for book reviews and the reviewing of new books should be granted during the library day; or, possibly, that some librarians should be in other occupations. The suggestions are not new, but such an inquiry might indicate the present need in each library.

Unquestionably, scholarly pursuits are more satisfactorily followed under conditions provided in other professions. The college teaching load is from twelve to fifteen hours a week. The instructor may give much more time, but he fits the hours to his need. For instance, one man reserves the same day each week to be devoted to his studies, because he likes such an uninterrupted period. The public schools afford Saturday, a shorter day in spite of papers to correct, summer vacations and several other periods of relief from schedule. Law, medicine, the arts and the ministry frequently find daylight hours for study before a long day of strain has dulled capacities. The technical and scientific organizations provide for research staff members who are free to study and investigate. Yet, librarians should be at least the equal in intellectual attainments of any of these.

I should here make it quite plain that I am in entire disagreement with the seeming views expressed at times in our professional journals that scholarship can be acquired in an idle moment here and there as one sniffs the fragrance of a flower in passing. That is to ignore the long and arduous labor, year after year, which true scholars have brought to their task. Under present conditions, professional and social demands made on leisure hours are such that an almost superhuman effort must be made if some margin for study is to be retained. Ignore these demands and the reputation for living in an ivory tower almost immediately follows. One must participate in community life. Again, a librarian is, of necessity, trying in vain to fill a dual rôle.

In the future, certain libraries will be the Mecca of everyone in the profession, because of the interest taken in the growth and development of their personnel and the encouragement of study and research which these libraries afford. The professional members of such staffs will be recognized authorities in their various fields and will function as such in the community. Adequate clerical help will relieve staff members of routine duties, and this clerical work will provide the only berth for the assistant, trained or untrained, who is satisfied with a day by day existence. Such libraries as this need not be large, but they should be imbued with the importance of learning.

Perhaps we, too, shall have to appoint a commission to study the problem of scholarship in the library profession. Such a commission might well begin its work by reviewing Dr. Keogh's splendid address, "Scholarship in Library Work," [6] Mr. Ferguson's "Adult Education and the Library Staff," [7] and Miss Sawyer's "Can We Obtain and Train Librarians to Meet the Obligation of Adult Education?" [8] It might answer such questions as the following: What is scholarship? What magic line separates it from a general knowledge of books? Is it present to any appreciable degree in the profession, or should it be? If so, what positions should be held by scholarly incumbents? What practical means can libraries adopt to make education in service possible for their staffs? Such a commission should speak exactly in its report and not in glittering generalities. Every five years, a report of progress might be prepared, and, at last, the dismissal of the commission recommended because erudition has permeated the profession, or because its members are impervious.

Not to take the matter too lightly, there is opportunity for study of the whole problem of growth during service. It is a question which the graduate schools of A. L. A. may sometime care to investigate, if they have not done so. If we are claiming too much for ourselves in order to speak convincingly of our profession, we should know it. Then the criticism regarding our shortcomings can cease. If the superficial is our lot, we can accept it. If it is not, we can, in time, greatly increase the stress laid upon mental acquirements and librarianship will rank with other learned professions.

We have discussed the problem from the point of view of professional advancement, but we cannot afford to ignore the pleasure and satisfaction which accrues to the individual from the knowledge that he is growing intellectually. Two thousand years ago, Aristotle said:

"Among human pleasures that of learning is the keenest—not only to the scholarly, but to the rest of mankind as well."

A consistent and clearly-defined policy for the development of personnel in service is essential if professional status is to be maintained, but it is also of vital import to librarians as ration beings.

——NELL AVERY UNGER.

[6] Keogh, Andrew. Scholarship in library work. LIBRARY JOURNAL, 55: 585-7, July '30.
[7] Ferguson, M. J. Adult education and the library staff. LIBRARY JOURNAL, 56: 890-3, Nov. 1, '31.
[8] Sawyer, E. R. Can we obtain and train librarians to meet the obligations of adult education? *Public Libraries*, 30: 403-7, Oct. 1925.

Values and Standards

IF THE STANDARDS for librarianship are to parallel those for the teaching profession as might be inferred from the article "Are the A. L. A. Standards for Librarianship too High?" by H. O. Severance [1] there is a possibility that too much may be taken for granted. An examination of the results of the standards for the teaching profession might be considered before standards for librarianship are formulated. One reads in *Learn or Perish* by Dorothy Canfield Fisher for instance [2]:

"As a profession, teachers do not take advantage of the opportunities for disinterested intellectual activities open to them as much as one would expect, and not nearly as much as they need. Everybody knows, it is true, teachers who keep reaching out for more intellectual life. But everybody knows more who do not. When the Board of Education of their State decrees that to keep their jobs, teachers must have a certain amount of summer-work, they go to summer-schools and take just that required amount. They go in large numbers to summer-schools which give 'credits' . . . the majority of the teaching profession do not try to improve their general cultural equipment save as a means to improving their salaries. Above all they seem more than any people to want to get some tangible cash value out of study, rather than to pursue it for the sake of more understanding. No other profession dreams of being allowed not only a five-day working week, but a nine or ten-months working year . . . there is still a wide definite margin of time given to teachers more than to any other workers."

No one doubts the necessity of definite standards for librarianship, but standards based on those of a profession which produces so high a percentage of mere time-servers are to be questioned. For those interested, an article, "The Teachers' Boss," by Thomas McKnight [2] illustrates exactly the machinery of 1932 which creates standards for values, mechanics for cultural growth. What about the youth of the country and the taxpaper?

I may add that due to long hours in public libraries, few librarians have time for social activities. It is also quite probable that a number of librarians do study by correspondence, as the writer has, for which study there was not a salary incentive and not a credit tag.

——A KANSAS LIBRARIAN.

[1] LIBRARY JOURNAL, August, 1932.
[2] *North American Review*, September, 1932.

Free for Transportation

A LIMITED NUMBER of *Some Notes On American Pewterers*, an authoritative book on pewter by Louis Guerneau Myers, are available to librarians at THE LIBRARY JOURNAL office, 62 West 45th Street, New York City, for fifteen cents transportation cost.

Children's Librarians' Notebook

THE COUSIN FROM CLARE. By Rose McLaughlin Sackett. Illus. by Marguerite de Angeli. *Macmillan.* $2.

This story has the charm of the real, the flavor of the land, the legends of a nation, the romance and adventure interest for the teen

age. Nappy is the cousin from Clare, disguised as a gypsy. Maire Christine is the daughter of the household to which Nappy comes after Nappy's father, a country squire, Hugh Boyne, has been imprisoned for his Fenian doctrines. Nappy and Maire Christine become boon companions. They work for the freedom of Nappy's father, and their coworker is a poet disguised as a blind peddler. There is mystery, intrigue, interest and romance for Nappy; happiness for Maire Christine because of Nappy's good fortune; a reward for the poet peddler; freedom for the father, and a charming picture of the Irish countryside for all, particularly girls who will lend themselves to a story which can be recommended. ——NORA R. CRIMMINS.

MAGIC BIRD OF CHOMO-LUNG-MA. By Sybille Noel. *Doubleday.* $3.50.

Here are twenty-one tales of Tibet and Mt. Everest. The author, as wife of a Tibetan-Himalayan explorer, is one of the few persons who knows this country. She has been able to gather these stories through great effort on her part and through the aid of a seventeen year old Tibetan girl. Will be valuable to students of folk-lore. ——A. M. W.

THIS LITTLE PIG. By Helen and Alf Evers. *Farrar.* $1.00.

Even if library budgets were not depressed, no library would want to buy this picture-story book. Surface features of the book are attractive, but both story and pictures fall flat. White board covers.

——CLARA E. BREED.

THE MYSTERY CROSS. By Gunby Hadath. *Stokes.* $2.

This mystery story about a Cornish lad who was summoned by a mysterious drummer to seek a treasure, hidden for him and marked with a cross by his adventurer father, is an unusually good adventure story and the mystery plot is well sustained. The race for the treasure between David and the enemy, who possessed a clue to his secret, makes exciting reading and will give the book a welcome among the boys and girls of the early 'teens who clamor for mystery stories.—W. W.

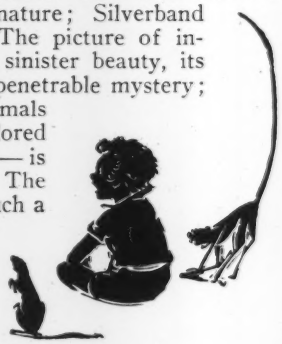
INGRID'S HOLIDAY. By Signe Lindgren. *Macmillan.* $2.

From the frivolous ease of a purely social life to extreme poverty is a jolt; left suddenly alone with no money, Ingrid's real character comes to the front. She shows courage and adaptability for taking a job in a cotton factory. The story is an interesting picture of a young girl working in modern Sweden and should be popular with older girls.

——AGNES COOK.

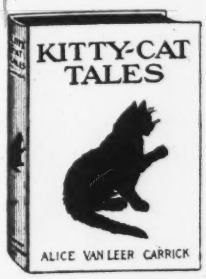
SAMMY AND SILVERBAND. By Janet Miller. *Houghton.* $2.

There is a wealth of interesting jungle lore in this tale of the Belgian Congo. Sammy is the highly imaginative, eight year old son of the State Commissioner and is a true and fearless lover of nature; Silverband is his elephant. The picture of interior Africa—its sinister beauty, its loneliness, and impenetrable mystery; its interesting animals and gorgeously colored birds and flowers — is beautifully done. The author has done such a splendid job in creating her setting that one feels reluctant to say the book will not appeal to the average child. The plot is slight and the story materials not well organized; however, nature lovers, young or old, could not fail to appreciate the beauty of some of the shorter tales of animals which make up the longer story. ——HELEN NEIGHBORS.



KITTY-CAT TALES. By Alice Van Leer Carrick. *Lothrop.* $1.50.

Kitty-Cat Tales has a cat's tale for nine nights. The tales have come from England, France, Russia, India and Japan. The King of Cats, Puss in Boots, Dick Whittington and his Wonderful Cat, The Cat Who Married a Mouse, The Discontented Cat, Mother Michel and her Cat are told by Impty, a black kitten, to Dolly a visitor in the home of an aunt. Impty is an ingenious story teller, his father was the King of Cats; Dolly is a good listener, and children from four to eight will hail *Kitty-Cat Tales* as a classic collection, in primer type, illus. by Homer E. Keyes and Bertha G. Dunlap.



——NORA R. CRIMMINS.

THE LITTLE PRINCESS IN THE WOOD. By Sibylle V. Olfers. *Stokes.* $1.50.

Another picture book from Germany with the story made available to American children through the English text by Helen Dean Fish. Princess Rosemary spends a day with the wood folk and learns many delightful things about these happy little people. Although the pictures are not so attractive as those in *When the Root Children Wake Up,* they are delicate and lovely, and have an universal appeal.

——LOUISE HETHERINGTON.

GOLDEN STAR OF HALICH; a tale of the Red Land in 1362. By E. P. Kelly. *Macmillan.* $2.50.

This is the third book of this author which covers a period of European history, with Poland as the center. By the quick presence of mind of the Polish boy who saves his King's life, he is thrust into the thick of political intrigue and war. He is the one who really brings the mysterious "golden star" to his King and helps to prevent the forming of a new empire against his beloved nation. There is much adventure in his capture by the Tartars, his escape from the dwarf by the underground passage, his rescue by the gypsies, his triumph over the astrologer, and his final rescue by his father and the Polish soldiers. Many an older boy will enjoy the bits of history as well as the miraculous escapes. An interesting story of little known history.

——M. W.

THE REAL MOTHER GOOSE. Junior edition. *Rand McNally.* $1.

A good first book of nursery rhymes containing sixty-eight rhymes and forty-nine pictures selected from the larger edition of the same book for younger children. Because it it companionable in size, reasonable in price, and so well made that it will stand much rough treatment from small fingers, this is an excellent edition for duplication. No paging.

——CLARA E. BREED.

MICHAEL WHO MISSED HIS TRAIN. By Dorothy and Marguerite Bryan. *Doubleday.* $1.

Mary and David receive Michael, a Sealyham terrier, as a gift but as they have one dog in the family, their mother decides Michael is to return to Boston. The children teach him tricks so she is won over. It is interesting to know these two dogs are actually owned by the authors and only a few tricks are included in Michael's picture book.

——A. M. W.

ALICE AND THOMAS AND JANE. By Enid Bagnold. *Knopf.* $2.50.

Thomas, eight; Jane, seven; and Alice, five, spend their summers in a little town called Nottingdean. And in Nottingdean there is much to be done—there are Smuggler's Caves to be explored; underground passages to investi-

gate; and when boats from the village meet ships in the bay at midnight and return with mysterious packages how is one to know all about the packages unless one hides in the very spirit of childhood—both in the story and boats? It is a delightful book, reflecting the very spirit of childhood both in the story and in the amusing colored pictures, done by the author and her small daughter, Laurian Jones.

——AGNES COOK.

Current Library Literature

ATLANTA, GA., UNIVERSITY. LIBRARY.

Templeton, Charlotte. Atlanta University Library. illus. LIB. JOUR. 57:609-611. 1932.

Under the terms of the gift from the General Education Board this library is also open to Morehouse College for men, Spelman College for Women, and other Negro institutions of higher learning in Atlanta. Stack space will provide for 118,000 volumes.

BOOK-BUYING

Wiedemann, Bernice. Book buying. *Ill. Libs.* 14:33-35. 1932.

Problems of the librarian of the Harrisburg (Ill.) Public Library in buying children's books, light fiction, and ephemeral non-fiction.

BOOKS AND READING

Wilson, H. W. *The Bookman's Reading and Tools.* [rev. ed.] New York: Wilson, 1932. pap. 62p.

First published in 1925. This revision is chiefly the work of Stanley J. Kunitz. Discusses books for the bookseller's cultural and professional background; American and foreign trade catalogs; book collecting and book reviewing, etc. Several bibliographies.

CHILDREN'S READING

Schmidt, Mrs. Carl. Children and books and parents. *Ill. Libs.* 14:43-47. 1932.

Parents should study their children's likes and dislikes in selecting books for them; after a certain age let the child choose his books and read for himself; and not be too much concerned by the occasional lurid tastes of the adolescent age.

CINCINNATI (OHIO) PUBLIC LIBRARY

Two new branch library buildings in Cincinnati. illus. LIB JOUR. 57:620. 1932.

The Westwood Branch, modernistic in type, cost $71,000 complete and furnished; the Pleasant Ridge Branch, of Colonial design, cost $58,000.

COLLEGE LIBRARIES

Gerould, J. T. *The College Library Building; its Planning and Equipment.* New York: Scribner's, 1932. cl. 116p. $2.

"An attempt has been made in this book to formulate enough of the results of experience, some of it very costly, in a large number of institutions, so that they may be assisted in the interpretation of their own needs, present and future, and enabled to plan a building that will be at once effective and flexible."—Author's preface. Site, plan, reading rooms, circulation desk, public catalog, book stacks, administrative offices, building equipment, etc., are discussed.

COMMERCIAL PRESS, SHANGHAI, CHINA. LIBRARY.

Chiu, A. K. The destruction of the Commercial Library. LIB. JOUR. 57:649-651. 1932.

The Press, destroyed by the Japanese on Jan. 29, 1932, had a reference, circulating, and children's library open to the public. There is no other institution even approximately ready to take its place.

DECIMAL CLASSIFICATION. *See* UNIVERSAL DECIMAL CLASSIFICATION.

FOLGER SHAKESPEARE LIBRARY, WASHINGTON, D. C.

Slade, W. A. The Folger Shakespeare Library. illus. LIB. JOUR. 57:601-607. 1932.

Henry C. Folger, president of the Standard Oil Company from 1911 to 1923, bequeathed his Shakespeare collection in trust to the Trustees of Amherst College, with a fund for its maintenance. The building in Washington, Greek in exterior, but Elizabethan and English renaissance in interior, was opened on Shakespeare's birthday. Notable features of the collection are the 79 First Folios and the great number of Source and Allusion books.

GOVERNMENT DOCUMENTS

Pendell, L. H. The organization of federal documents in a depository library. LIB. JOUR. 57:654-656. 1932.

Mrs. Pendell, formerly document librarian of the Oklahoma Agricultural and Mechanical College, Stillwater, Okla., describes this library's handling of documents in four groups: Congressional Set, Departmental Set, Independent Establishments and Offices, and a special grouping of agricultural publications.

LIBRARIANSHIP

Severance, H. O. Are the A.L.A. standards for librarianship too high? LIB. JOUR. 57:643-645. 1932.

Takes issue with the statement of Josephine A. Rathbone, in her address as president of the A.L.A., that "the writing of books is no part of a librarian's job." Mr. Severance concludes: "It is the mentally alert assistant with a consuming passion for more knowledge, who earns degrees, advances in rank and increases in salary. For the ambitious scholarly librarian there are no non-essentials in his equipment and training." For discussion of this paper by several librarians, see LIB. JOUR. 57: 719-722.

LIBRARIES

ENGLAND

Halbert, J. F. Spending a scholarship; a tour of London's libraries. *Lib. Assistant.* 25:172-181. 1932.

The winner of the annual scholarship of the Scottish Library Association, who is the children's librarian of Middlesborough, gives here a lively and detailed account of her observations in eighteen London libraries and museums.

LIBRARY EQUIPMENT

American Library Institute. *Symposium on Library Equipment.* pap. illus. 6p.

Discussion of chairs, charging desks, exhibit cases, etc.; reprinted from *Charles Deering Lib. Bull.*, no. 1, 1932. The symposium was held at the midwinter meeting of the Institute in Chicago in December, 1931.

LIBRARY OF CONGRESS, WASHINGTON, D. C.

Library of Congress annex. illus. plans. LIB. JOUR. 57:607-608. 1932.

The proposed annex will provide accommodation for about 9,000,000 volumes, and will house the Copyright Office, the Card Division, and several special collections.

LIBRARY SERVICE

Clark, M. E. Adding thirty new workers to a staff of twenty-nine, in twenty-four hours. LIB. JOUR. 57:645-646. 1932.

Under the town's relief program, the Montclair (N. J.) Public Library was allowed ten thousand man-hours at fifty cents an hour. Each of the 31 newcomers to the staff was placed where his or her talents and experience would be used immediately. The staff in consequence was relieved of much routine work, and work in arrears was brought up to date.

Fry, W. G. Presidential address. *Lib. Assistant.* 25:160-168. 1932.

Address by the president of the Association of Assistant Librarians at Leamington Spa, England, June 8, 1932. Discursive remarks on regional libraries, staff, annual reports, the fiction question, classification, children's rooms, newspaper rooms, etc.

Latimer, L. P. Labor saving. LIB. JOUR. 57:647-649. 1932.

The children's department of the Washington (D. C.) Public Library has done away with author numbers, simplified circulation records, weeded out unnecessary titles, charged a uniform price for lost books, enabled children to find books for themselves, and discovered many other labor-saving devices.

MONTCLAIR (N. J.) PUBLIC LIBRARY. *See* LIBRARY SERVICE.

OAKLAND (CAL.) PUBLIC LIBRARY. PIEDMONT BRANCH.

Nye, L. C. The Piedmont Branch. illus. plan. LIB. JOUR. 57:612-613. 1932.

Although built for strictly library purposes, this building, costing less than $6,000, is leased to the Oakland library for five years, with an option on an additional five.

SHAKESPEARE, WILLIAM. *See* FOLGER SHAKESPEARE LIBRARY, WASHINGTON, D. C.

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in Cannons' *Bibliography of Library Economy*, to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

STOCKHOLM (SWEDEN) STADSBIBLIOTEK

Renstrom, Arthur. Stockholm's public library. LIB. JOUR. 57:652-653. 1932.

Dedicated April 1, 1928, the library serves four branches and thirteen stations and has six rooms for the use of study circles. The Stadsbibliotek is founded on the same principles as the American public library.

UNIVERSAL DECIMAL CLASSIFICATION

Institut International de Documentation (Institut International de Bibliographie). *Classification Décimale Universelle; Études et Projets. Les Subdivisions Communes. Rapport Préliminaire de M. Paul Otlet.* Bruxelles: Palais Mondial, 1932. pap. 91p. (Pub. no. 169.)

A preliminary report issued by M. Otlet for possible incorporation, after discussion, in the official version of the C.D.U. While following the structure given the classification in 1895 and 1905, the author has tried to give it more unity, detail and flexibility.

WASHINGTON (D. C.) PUBLIC LIBRARY. NORTHEASTERN BRANCH.

Williams, M. D. Washington's new major branch. illus. LIB. JOUR. 57:614-616. 1932.

This is the first branch to be erected with funds from Congressional appropriation. The central building and three major branches were constructed by means of Carnegie funds. A two-story branch of Georgian design, it has a staff of 18 and a book collection of 20,000 volumes.

WINCHESTER (MASS.) PUBLIC LIBRARY

Quimby, C. A. The new Winchester library. illus. plans. LIB. JOUR. 57:616-619. 1932.

Built of rough-faced Massachusetts granite with cut limestone trim, this new building has modern lighting, comfortable chairs, an art gallery, and a Young People's Department with a separate entrance.

The Information File
A Bibliography

THE FOLLOWING bibliography has been compiled for the use of librarians and students of the library profession in securing information about the information file and the material for it. Each article, before being incorporated into this bibliography, has been carefully selected and read.

Alexander, M. L. Commercial Art and the Public Library. *Public Libraries* 30:358-61, July 1925.

A. L. A. Pamphlets and Minor Library Material. Chicago: A. L. A. 1917. Out of Print. (Manual of Library Economy No. 25.)

Booth, M. L. Geographic Material. *Wilson Bulletin* 3:206-8, March 1928.

Brown, J. D. *Manual of Library Economy*, fourth edition revised and edited by W. C. Berwick Sayers. p. 286-96, 304-5. London: Grafton & Co. 1931.

Carter, S. J. Public Documents. *Wilson Bulletin* 3:209-10, March 1928.

Clawson, C. R. The Pamphlet Collection. *Wilson Bulletin* 6:405-7, February 1932.

Cleland, Ethel. Pictures in Business. LIBRARY JOURNAL 47:301-2, April 1, 1922.

Colegrove, M. E. Material of Current Value—its Collection and Care. LIBRARY JOURNAL 44:295-8, May 1919.

Cook, E. L. The Vertical File in the Small Library. *Wilson Bulletin* 3:131-40, November 1927.

——Pamphlets for the Vertical File. *Wilson Bulletin* 3:165, January 1928.

Dana, J. C. *Library Primer*. p. 65-6, 137-48. Boston: Library Bureau. 1920.

——*The Picture Collection*, revised by Marcelle Frebault. New York: H. W. Wilson Co. 1929. (Modern American Library Economy Series.)

Davis, (Mrs.) W. L. Maps and Other Geographic Material. *Wisconsin Library Bulletin* 18:00-1, 80-4, 114-8, March-May 1922.

Dickey, P. A. *The Care of Pamphlets and Clippings in the Library*. New York: H. W. Wilson Co. 1917.

Dimmitt, LeNoir. Sources of Material for Library Extension Service with Special Reference to Pamphlets. (In A. L. A. *Proceedings*, p. 393-9.) Chicago: A. L. A. 1922.

Eikenberry, W. L. Vertical File in the Pamphlet Collection. *Science* n.s. 45:04-5, January 19, 1917.

Fairfax, Virginia. Pamphlets and Clippings in a Business Library. San Francisco: *Journal of Electricity*. 1921.

Fay, L. E. and Eaton, A. T. *Instruction in the Use of Books and Libraries*. p. 453, 455-6. Boston: F. W. Faxon Co. 1928. (Useful Reference Series No. 35.)

Fergus, E. C. Clippings in the Library. *Public Libraries* 6:329-31, 1901.

Gould, E. A. and Grady, H. F. *List of Subject Headings for the Information File*. New York: H. W. Wilson Co. 1925. (Modern American Library Economy Series.)

Hall, W. L. Arrangement and Disposition of Pamphlets and Clippings. *Bulletin of the Virginia State Library*, v. 15, no. 1, August 1924.

Henry, F. A. Fugitive Material in the Library. *Wilson Bulletin* 5:35-9, September 1930.

Herron, M. Next-to-Nothing Library of Modern Authors. *Wilson Bulletin* 3:182-4, February 1928.

Hudders, E. R. *Indexing and Filing*. p. 141, 143-5. New York: Ronald Press Co. 1916.

Hunter, E. B. *Modern Filing Manual*. p. 6-7, 166-8. Rochester: Yawman-Erbe Mfg. Co. 1923.

Independent 75:568-9, September 4, 1913. Care of Clippings.

Keeney, P. O. Clipping File. LIBRARY JOURNAL 56:13, January 1, 1931.

Lathrop, R. M. Filing Fugitive Material. *Wilson Bulletin* 5:576-8, May 1931.

LIBRARY JOURNAL 48:626, July 1923. Care of Ephemeral Material in Special Libraries.

McCord, J. N. *Textbook of Filing*. p. 158. New York: D. Appleton & Co. 1929.

McCullough, E. F. and Van Buren, Maud. *Essentials in Library Administration*. p. 27, 32-3. 4th revised edition. Chicago: A. L. A. 1931.

McLellan, M. B. Inexpensive Material. *Wilson Bulletin* 4:502, June 1930.

McVety, M. A. and Colegrove, M. E. *The Vertical File*. New York: H. W. Wilson Co. 1915. (Modern American Library Economy Series.)

Mehus, O. H. Educational Pamphlets: List of Organizations that Send Free Material. *Wilson Bulletin* 3:203-5, March 1928.

Miller, Z. K. *How to Organize a Library*. p. 39-41. New York: Library Bureau. 1930. (Free on request.)

Moody, K. T. comp. *Library Within the Walls*. p. 101, 215-35, 276-80, 282-85, 325-33. New York: H. W. Wilson Co. 1929. (Classics of American Librarianship.)

Murry, J. M. Pamphlets. *Nation* 29:799-801, September 3, 1921.

New Jersey. Newark Pamphlet Library: Filing by Color and Position. LIBRARY JOURNAL 55:618, July 1930.

Ohio. Care of Clippings in Cleveland Schools. *Wilson Bulletin* 1:452, March 1920.

Oliver, Ida. The Vertical File. *Wilson Bulletin* 6:42-5, September 1931.
Ovitz, D. G. and Miller, Z. K. *A Vertical File in Every Library.* New York: Library Bureau. 1931. (Free on request.)
Public Libraries 28:566-7, December 1923. Pamphlets in the Library.
Powell, Mary. Art Work That Can be Done in a Small Library. *Public Libraries* 24:192-4, June 1919.
Rice, O. S. and Bergold, Bertha. *Organization and Management of Elementary School Libraries.* p. 49-50. Madison: Democrat Print Co. n.d.
Rowell, P. E. Reference to Pamphlets Made Easy. *School Science and Mathematics* 12:59-60, January 1912.
Salisbury, G. E. *Picture Collections in Small Libraries.* Madison: Wisconsin Library Commission. n.d.
Sayers, W. C. B. *A Manual of Classification.* p. 283-96. London: Grafton & Co. 1928.
Shepard, F. J. *Index to Illustrations.* Chicago: A. L. A. 1930.
Stokes, D. H. comp. *The Picture Collection,* compiled by Dorothy H. Stokes for the Washington, D. C. Library. Washington: Gov. Print. Off. 1929.
Stubbs, W. H. Newspaper Clippings, Their Storage and Value. *Homiletic Review* 101:470-3, June 1931.
Walter, F. K. Fugitive Material: How to Save and Make Available. *Public Libraries* 29:497-8, November 1924.
Warner, John. *Reference Library Methods.* p. 139-43, 150-6, 158, 174-5. London: Grafton & Co. 1928.
Weatherby, H. L. Preservation and Classification of Reference Material, e.g., Clippings, Books, Newspapers, etc. *Industrial Arts Magazine* 15:223-5, July 1926.
West, E. F. New Geography and Newspaper Clippings. *Journal of Geography* 22:176-82, May 1923.
Wilson Bulletin 1:350-3, June 1919. The Vertical File and Miscellany.
——1:355, June 1919. Acquires Clippings.
——3:211, March 1928. Pamphlet Biographies.
Wyer, J. I. *Reference Work.* p. 42, 46-7, 67-76, 220-22, 301-2. Chicago: A. L. A. 1930. (Library Curriculum Studies.)

——E. WILLARD LEIGHTON.

Special Libraries News Notes

"BIOGRAPHICAL DIRECTORY of Leaders in Education," edited by Dr. J. McKeen Cattell was published in March. The directory has been in preparation for several years, and contains biographies of about 11,000 American educators. Published by The Science Press, Grand Central Terminal, New York City.

•

THE DIESEL REFERENCE GUIDE is a comprehensive volume of general and engineering information on the Diesel engine and its applications. It is published by The Rider Press, Inc., 424 W. 33rd St., New York City. The price is $4.00 with a 20 per cent discount to libraries.

SEVERAL of the Michigan Business Studies published by the School of Business Administration of the University of Michigan are real estate studies: An index of local real estate prices. (50 cents); Real estate subdividing activity and population. Growth in nine urban areas. (50 cents); Catalog of long term leases in Detroit. ($5); Subdivision accounts. ($1); Problems of long-term leases. ($1); Real estate valuation. ($1); Real estate leases and federal income tax. ($1).

Classifying Library Tasks

A REPORT classifying library tasks, made by the Certification Committee of the California Library Association at the request of the Association, is the first step toward an analysis and classification of library positions which is to be the joint work of the California Salaries and Certification Committees. Mimeographed copies of the report are ready for distribution and can be obtained from Mrs. Theodora R. Brewitt, Chairman of the Certification Committee, Long Beach, California, Public Library.

Permanent Memorial

AT A RECENT meeting of the Board of Trustees of The Free Library of Philadelphia, it was decided to create a permanent memorial to John Ashhurst, the late librarian. The large room on the main floor devoted to Bibliography will be known as The John Ashhurst Room and a plate indicating this memorial will be put above the doors of the room. This room was chosen because it was the one in immediate proximity to the librarian's office and is devoted to the subject of Bibliography, dear to the heart of every librarian.

Invitation to Unemployed Librarians

THE ASSOCIATION of Unemployment College Alumni invites unemployed librarians in and around New York City to join its organization. Unemployed librarians interested should attend the next meeting of the Association which will be held at 2:00 P. M. sharp on September 20 at the Association headquarters, 112 East 19th Street, eleventh floor, New York City, or communicate by writing to the above address.

In The Library World

Alumni Reading And Study

WE HEAR a great deal nowadays about the college graduate's reading. College and public libraries by use of book lists and other means of publicity have been reminding the alumnus that education should be a life-long process and that it should not cease when he bows and receives his diploma on Commencement Day. Colleges and universities have likewise issued lists to their alumni. However, a movement toward this very idea was undertaken in 1865, when the University Club of New York was founded, according to its constitution, "for the purpose of the promotion of literature and art, by establishing and maintaining a library, reading-room, and gallery of art, and by such other means as shall be expedient and proper for such purpose."

View of the Main Library at the University Club, New York

Membership in the Club is restricted to graduates of colleges and universities of the United States, Canada, and Europe. At the present time the Club has a membership of four thousand graduates of one hundred and forty colleges and universities.

The library has always been an important feature of the Club. It now contains 47,000 volumes, general in character but strongest in literature, history, biography, art, the social sciences, university history, and books of reference.

Three floors of a nine story building at Fifth Avenue and Fifty-fourth Street are given to its use. Several thousand dollars are spent annually for books and periodicals. Four full-time workers compose the staff.

What does the alumnus read? His tastes vary from detective stories to the most abstruse treatises of some well known philosopher. In addition to providing for the recreational reading, the library serves the alumnus in the pursuit of his life work. Here the business man may consult his books and periodicals, the clergyman may write his sermon, the lawyer his brief, and the author his book or periodical article. In providing for a library, the University Club has faithfully carried out the thought of its founders: "the right use of a club tends to education."

—MARK KILEY,
Librarian, University Club, New York City

Budget Cut Decreases Hours

BECAUSE OF decreased revenue due to a lowered assessed valuation of property, the Board of Supervisors has approved a reduction of hours in branches of the Los Angeles, California, County Library as a necessary measure of economy. Children below the 9th grade are required to get their books during the afternoon hours unless accompanied by an adult. The total sum allowed for all books, including reference and juvenile books, has been reduced to less than one-third the amount allowed last year, therefore the number of new titles will necessarily be reduced. The amount of money allowed for adult circulating books will be divided equally between fiction and non-fiction to satisfy patrons who are seeking either recreation or information. Cuts for other items have also been made and the service of the Library will therefore be slowed up considerably, particularly the special book request service from Central.

Preserving Letters And Documents

THE MAN-U-SAVE System or method of preserving and filing old documents and letters, recently designed by Dr. Pleasants, Jr., and sold by Gaylord Bros., Inc., Syracuse, New York, can best be described as a Double End Lock Binder containing "moisture-proof" cellophane envelope pages. The binder covers are designed to fit tightly on four posts—two at each end. The cellophane envelope pages are attached by the two posts at one end only; therefore when the the other end of the binder is unlocked, it may be opened and the pages displayed like the pages in any ordinary book; thus a complete examination of both sides of every document is permitted. When the binder is closed and locked the contents are fully protected from change in temperature and humidity (air is entirely excluded) and from danger from fire and water. Heretofore, the best system devised for preserving old documents was that of pasting a transparent material ("silk" or "chiffon") to the document in order to hold the crumbling paper together; mounting it on a page in a specially designed book similar to a scrap book, and placing the volume on a shelf or in a case. The Man-U-Save System eliminates the necessity of mounting or treating of documents, yet they are absolutely protected from the air, moisture and dirt.

Oversupply of Trained Librarians

UNEMPLOYMENT among experienced librarians persists to a serious degree and library schools generally are experiencing unusual difficulty in placing graduates of the 1932 classes. Because the present situation has a direct relation to the number of library training agencies and of students enrolled annually, the Board of Education for Librarianship presents again and amplifies its recommendations on professional education in time of depression, made in January and April, 1932.[1]

It should be recognized that the present state of affairs cannot be laid wholly at the door of economic upheaval. Two factors have contributed in recent years to the annual output of large numbers of librarians, many of whom have found no opportunity to practice in the profession of their choice: the rapid expansion of training agencies, particularly summer courses, and increased enrollment in most library schools.

[1] A.L.A. *Bulletin*, April 1932:210 and May 1932:336-37.

In 1931-32, the library schools enrolled 1651 students, of whom approximately 1250 presumably completed a one-year curriculum. Unless library schools generally take some action in regard to limiting enrollment, the situation is not likely to be improved in the year ahead, despite the fact that two accredited library schools have voluntarily closed. The Board therefore urges again that "library schools be encouraged to reduce the size of their classes through a more rigid scrutiny of applicants, both as to scholarship and personality." It is known to the Board that methods of selection of students are receiving renewed study in some library schools, but fuller consideration may well be given more generally to qualities of leadership, aptitude for library service and likelihood of placement as well as to high academic standing.

The selection of students for short summer courses frequently depends upon appointment of the applicant to a library position, usually in a school library. This feature removes to some extent the responsibility of the institution for first placement of students, but contributes little to the solution of the larger problem of recruiting persons best adapted for successful library service and providing for them adequate professional training.

The rise of summer courses has been instigated largely by standards adopted by state and regional organizations responsible for the approval of school libraries. The immediate demand for school librarians in the South who can meet certain minimum requirements of training is said to have been met. The need for the establishment of new courses, either in summer session or regular academic year, is no longer apparent in any section and the Board reiterates its recommendation that "in general, the establishment of new agencies for educating librarians, especially the multiplication of summer courses, are matters demanding at this time the most careful consideration and scrutiny" by the institutions concerned.

The continuation of established courses should likewise be subjected to searching deliberation. The Board recommends "that such institutions as serve a specific region, e.g., an individual state, agree by mutual consent on the centralization of professional training for school librarians in one or at most two institutions." If the other institutions offer only such courses as will contribute to the common purpose of teachers and librarians in promoting children's reading and the proper use of books and libraries, it is believed that unnecessary competition in providing training for school librarians will be eliminated and that these institutions will render a valuable

service in extending the appreciation of the place and use of books in the modern educational program.

The present situation demands that particular attention be given by employers of librarians to requirements, both personal and educational, for library positions with a view to maintaining high professional standards, and that special care be given to the accurate evaluation of credentials presented by candidates. It should be clearly recognized that limited courses keyed to minimum requirements for service in one field of librarianship do not adequately prepare for service in other types of libraries. That is to say, short courses which provide minimum training for part-time service in small school libraries are not sufficient in scope or content for service in other libraries.

In the opinion of the Board, the library profession should take advantage of the opportunity offered under present conditions to strengthen its personnel. To that end the Board recommends that library school faculties and librarians generally seek ways of discovering those few young people of exceptional ability who show marked personal qualifications and promise for success as librarians, and persuade them to prepare adequately for librarianship.

——JAMES I. WYER.

Best Juvenile Books of 1931

THE FOLLOWING tabulation represents the vote of twenty-one of the leading children's librarians of the country as to the best books published in the year 1931 for the children's shelves of the smaller public libraries, the vote being based upon a tentative list of 150 titles selected and presented by the Book Information Section of the New York State Library. The titles are arranged in order of the votes received by each, the ++, +, and — votes being evaluated on a percentage basis. The sign ++ indicates that in the voter's judgment the book in question should be included in a recommended selection of about seventy-five of the best books of the year for small public libraries; + means that it is considered by the voter to be deserving of favorable consideration; — indicates that for one reason or another (expense, interest, etc.) the book need not be purchased for the children's shelves of the small public library. In the tabulation, the new titles of the year and the new editions of older books have been listed separately.

"Children's books of 1931," prepared by the Book Information Section of the New York State Library, is based largely upon the votes of these twenty-one children's librarians. This list was published in *New York Libraries*, August, 1932, and is also reprinted in leaflet form. The titles will be grouped according to the ages of the children to whom they will appeal; publishers, prices and classification numbers will be given and each title will have a descriptive note.

Children's Books of 1931

		++	+	—
1	Field, Rachel. *Calico Bush.* Macmillan $2.50	21		
2	Armer, L. A. *Waterless Mountain.* Longmans $2.50	19	2	
3	Petersham, Maud & Petersham, Miska. *The Christ Child.* Doubleday $2	19	1	
4	Meigs, Cornelia. *The Willow Whistle.* Macmillan $1.75	17	4	
5	Lord, I. E. *ed. & tr. Picture Book of Animals.* Macmillan $2.50	18	1	
6	Lattimore, E. F. *Little Pear.* Harcourt $2	16	4	
	Lathrop, D. P. *The Fairy Circus.* Macmillan $3	15	6	
7	Davis, M. G. *Truce of the Wolf.* Harcourt $2	17	2	1
	Reed, W. M. *The Stars for Sam.* Harcourt $3	16	4	1
	Hartman, Gertrude. *The World We Live In and How It Came to Be.* Macmillan $5	14	6	
	Bronson, W. S. *Paddlewings.* Macmillan $2	13	8	
8	Ransome, Arthur. *Swallows and Amazons.* Lippincott $2	14	5	
	Nicolay, Helen. *Boy's Life of Washington.* Century $2.50	13	7	
9	Morris, Mrs. A. A. *Digging in Yucatan.* Doubleday $3.50	16	2	1
	Gág, Wanda. *Snippy and Snappy.* Coward $1.50	12	8	
10	Smith, Susan. *Made in France.* Knopf $2	10	10	
11	Flack, Marjorie. *Angus and the Cat.* Doubleday $1	11	9	1
12	Quennell, Marjorie & Quennell, C. H. B. *Every Day Things in Archaic Greece.* Putnam $2.50	13	6	2
	Eaton, Jeannette. *The Flame.* Harper $2.50	12	4	
	Brock, E. L. *The Greedy Goat.* Knopf $1.75	10	8	
13	Tietjens, Eunice. *Boy of the South Seas.* Coward $2.50	12	3	
	Van Metre, T. W. *Tramps and Liners.* Doubleday $3	12	5	1
	Adams, Mrs. J. D. *Stonewall.* Dutton $2.50	9	9	
14	Coatsworth, Elizabeth. *Knock at the Door.* Macmillan $2	9	10	1
	Patch, E. M. *Holiday Hill.* Macmillan $2	9	10	1
	Verpilleux, E. A. *Picture Book of Houses.* Macmillan $2	8	10	
15	Hader, Berta & Hader, Elmer. *The Farmer in the Dell.* Macmillan $2.50	12	5	2
	Fabricius, J. W. *Java Ho!* abr. & tr. from the German by M. C. Darnton. Coward $2.50	10	5	

Lamb, Harold. *Durandal.* Doubleday $2.50 — 10 7 1
White, E. O. *When Abigail Was Seven.* Houghton $2 — 9 9 1
16 Bock, G. E. *What Makes the Wheels Go 'Round.* Macmillan $2.50 — 11 6 2
Means, F. C. *Candle in the Mist.* Houghton $2 — 11 6 2
Mitchell, L. S. *North America.* Macmillan $3.50 — 11 6 2
Harper, T. A. & Harper, Winifred. *Windy Island.* Doubleday $2 — 8 10 1
17 Dalgliesh, Alice. *The Blue Teapot.* Macmillan $2 — 11 7 3
Linnell, Gertrude. *Behind the Battlements.* Macmillan $2 — 8 7
18 Miller, E. C. *Young Trajan.* Doubleday $2 — 9 8 2
Kent, L. A. *Douglas of Porcupine.* Houghton $2 — 8 8 1
Peck, A. M. *Roundabout Europe.* Harper $2.50 — 8 10 2
Scott, Gabriel. *Kari;* tr. by Anvor Barstad. Doubleday $2 — 8 10 2
Whitney, Elinor. *Try All Ports.* Longmans $2 — 8 10 2
Brann, Esther. *Nicolina.* Macmillan $2 — 7 10 1
Kelly, E. P. *Golden Star of Halich.* Macmillan $2.50 — 7 10 1
Stanley-Brown, Katharine. *Story of Printed Pictures.* (City and country ser.) Harper $1.25 — 6 10
19 Dukelow, J. H. & Webster, H. H. *The Ship Book.* Houghton $1.50; sch. ed. $1.12 — 8 5
Knox, R. B. *Miss Jimmy Deane.* Doubleday $2 — 7 9 1
Wells, Rhea. *Ali the Camel.* Doubleday $2 — 6 11 1
20 D'Aulaire, Ingri & D'Aulaire, E. P. *The Magic Rug.* Doubleday $2.50 — 11 4 3
Mirza, Y. B. *Children of the Housetops.* Doubleday $2 — 9 8 3
Stackpole, Edouard. *Smuggler's Luck.* Morrow $2 — 8 6 1
Tippett, J. S. *Toys and Toy Makers.* Harper $2 — 6 8
21 Sewell, Helen. *A Head for Happy.* Macmillan $2.50 — 9 7 3
22 Welles, Winifred. *Skipping Along Alone.* Macmillan $1.75 — 8 8 3
Meader, S. W. *Away to Sea.* Harcourt $2.50 — 7 8 2
Cruse, Amy. *Golden Road in English Literature.* Crowell $3.50 — 7 6 1
Rugg, Harold. *A History of American Government and Culture.* Ginn $1.96 — 7 4
Farjeon, Eleanor. *The Old Nurse's Stocking Basket.* Stokes $1.75 — 5 10 1
Howard, A. W. *Ching-Li and the Dragons.* illus. by Lynd Ward. Macmillan $3 — 5 10 1
Hylander, C. J. *Cruisers of the Air.* Macmillan $2.50 — 5 8
23 Hess, Fjeril. *Buckaroo.* Macmillan $2.50 — 11 3 4
Chevalier, Ragnhild. *Wandering Monday, and Other Days in Old Bergen.* Macmillan $1.75 — 7 7 2
Cottler, Joseph & Jaffe, Haym. *Heroes of Civilization.* Little $3 — 7 5 1
24 McNeely, M. H. *Winning Out.* Longmans $2 — 7 8 3
Bell, T. H. *Black Face;* illus. by Corydon Bell. Doubleday $1.50 — 6 10 3
25 Phillips, E. C. *Gay Madelon.* Houghton $2 — 7 9 4
Coleman, S. N. *The Drum Book.* (Creative Music Ser.) Day $1.90 — 6 7 2
Ferris, Helen, *comp. Five Girls Who Dared.* Macmillan $2.50 — 6 9 3
Ross, M. I., *ed. South of Zero.* Harper $2 — 6 5 1
Van Doren, Mark. *Dick and Tom.* Macmillan $2 — 6 7 2

New Editions

1 Stevenson, B. E. & Stevenson, E. B., *ed. Days and Deeds.* Doubleday $2.50 — 15
2 Baldwin, James. *Story of Siegfried;* illus. by Peter Hurd. (Scribner's illustrated classics) Scribner $2.50 — 13 1
3 Björnson, Björnstjerne. *A Happy Boy;* tr. from the Norwegian by Mrs. W. Archer; illus. by C. M. Sanchez. (Green and blue lib.) — 9 7
4 Field, Eugene. *Some Poems of Childhood;* selected by B. E. Mahony; illus. by G. A. Kay. Scribner $1 — 12 2
Hill, G. F. *The Truth About Old King Cole and Other Very Natural Histories;* illus. by L. Leslie Brooke. Warne $1.75 — 7 10
5 Clemens, S. L. *Adventures of Tom Sawyer;* illus. by Worth Brehm. Harper $1 — 8 5
Parkman, Francis. *The Oregon Trail;* illus. by James Daugherty. Farrar $3 — 10 3
6 De La Mare, Walter. *The Dutch Cheese;* illus. by Dorothy Lathrop. Knopf $2.50 — 9 4 1
Irving, Washington. *The Voyages of Columbus;* ed. by Winifred Hulbert; illus. by Henry Pitz. (Green and blue lib.) Macmillan $1.75 — 7 6
Kendall, Oswald. *Voyage of the Martin Connor;* illus. by Donald Teague and George Varian. (Riverside bookshelf) Houghton $2 — 7 6
7 Herodotus. *The Magic Loaves and Other Tales;* adapted by Hope Brister; illus. by Harold Minton. (Little lib.) Macmillan $1 — 5 8
Williams-Ellis, Amabel. *Voyage of the Beagle;* illus. by Kaj Klitgaard. Lippincott $2 — 5 8
8 Moore, C. C. *The Night Before Christmas;* illus. by Arthur Rackham. Lippincott $1.50 — 6 8 2
9 Fox, John, jr. *The Little Shepherd of Kingdom Come;* illus. by N. C. Wyeth. Scribner $3.50 — 5 7 2
Tolstoi, L. N. *Iván the Fool and Other Tales;* tr. by Mr. and Mrs. Aylmer Maude: illus. by Norman Tealby. Oxford Univ. Press $2.50 — 6 5 2

EXTRA COPIES of the Dewey Supplement to the February 1 issue of THE LIBRARY JOURNAL are available at the offices of THE JOURNAL, 62 W. 45th Street, New York City, at a cost of 25c. each. Supply limited.

Library Organizations

National Convention of Catholic Library Association

THE FIRST National Convention of the Catholic Library Association was held in Cincinnati on June 28-30. The organization that had functioned for years as a Library Section of the National Catholic Educational Association separated from that organization last year, and has been since functioning as the Catholic Library Association. The Convention was productive of genuine progressive work. Among other things, we might mention the definition of the policy of the organ of the Association, *The Catholic Library World,* as well as provision for adequate remuneration for the editor, Mr. John O'Loughlin of Boston College Library. A large Committee on Membership was also appointed with Rev. Peter J. Etzig, C.SS.R. of Oconomowoc, Wisconsin, as chairman. An editorial Board of nine members to control the Association's editorial matters was also selected. The *Catholic Periodical Index* was largely discussed and the Wilson agreement approved. Papers of wide interest were read and discussed. The Executive Committee remains the same as last year with the exception of the selection of Miss Eva Perry of Loyola, Chicago, to fill a vacancy. The officers of the ensuing year remain the same as those of last year. Any one interested in the Association should communicate with the secretary, Rev. Peter J. Etzig, C.SS.R., Oconomowoc, Wisconsin.

The International Meetings of 1932

THE COMMITTEE of the International Federation of Library Associations met at Berne, on June 9 and 10. Ten countries as well as the League of Nations, were represented: Great Britain by Messrs. A. Esdaile and J. D. Cowley; the United States by Dr. W. W. Bishop; Sweden by Dr. I. Collijn; the League of Nations by Dr. T. P. Sevensma and M. Breycha; and the International Institute at Paris by Madame Fallot; Belgium by M. A. Vincent; Germany by Dr. Leyh, Dr. Fuchs, Dr. Schuster and Dr. Uhlendahl; France by Mm. Lemaître, Cordey, Henriot, Joly and Giraud-Mangin and Mlle. Odon; Italy by Professor Leicht; Poland by Dr. Muszkowski; Switzerland by Drs. Godet, Binz, Escher and Bloesch; and Jugoslavia by Dr. Melita Pivetz and Mlle. Agapove.

Annual reports were presented. The reports of Sub-Committees on Exchange of Staff, National Statistics of Book Production, Library Statistics, Hospital Libraries, etc., were presented and discussed. Dr. Bishop and Dr. Collijn presented printed statements (the latter by Dr. E. Sundström) on the practice of international loans of books in the United States and Sweden, and this subject, which will probably be the substance of the next general meeting of the Federation, gave rise to a preliminary discussion. The members of the committee had the opportunity of examining the new buildings of the Swiss National Library, in which their meetings were held, and admiring the practical and ingenious planning of every detail.

In the following week the Committee of Expert Librarians of the International Institute of Expert Librarians met at Paris. Dr. Hugo Krüss, Director of the Prussian State Library, was elected Chairman. The British representative was Mr. A. Esdaile, the American Dr. Bishop, the Swedish Dr. Collijn, the French M. Julien Cain, the Swiss M. Godet, the Italian Dr. Boselli, the Polish Dr. Muszkowski, the League of Nations Dr. Sevensma. A substantial report on the work of popular libraries, undertaken for the Committee last year at the instigation of the International Labour Office, the second edition of the *Guide des Services Nationaux de Renseignements du Prêt et des Echanges Internationaux*, and a supplement to the *International Code of Abbreviations of Titles of Periodicals* were approved. The Committee also approved a scheme laid before it by M. Cain for a current bibliography of translation (*Index Translationum*). Dr. Bishop presented a report on the activity of the University Library of Michigan in spreading knowledge of the League of Nations, and the ideas for which it stood. International lending was also discussed, and called attention to the importance in this connection of the expense of customs duties.

An eloquent memorandum by Dr. Collijn[1] on the effect on libraries and intellectual work of the economic crisis had been referred to the Committee of Experts by that of the Fed-

Report taken, in part, from August 1932 issue of *The Library Association Record.*

[1] Dr. Collijn's address, translated by W. W. Bishop, will be printed in the next issue of THE LIBRARY JOURNAL.

eration at its Berne meeting. The Committee received it and passed unanimously the following resolution:

The Committee of Library Experts

After taking cognisance of the memorandum prepared by Dr. Collijn, Honorary President of the International Federation of Librarians' Associations, on the dangers with which libraries would be faced if the credits alloted to them were reduced, and of the resolution adopted by the Committee of this Federation,

Considering that libraries constitute, in the general organization of intellectual work, an indispensable instrument and that they have always figured among the cultural institutions the least generously endowed,

Is of the opinion that their means of action could not be diminished without prejudice to all the other institutions,

Earnestly appeals to the Governments to maintain without any reduction whatsoever the already inadequate grants at present made to libraries, notwithstanding the world crisis and the budgetary reductions contemplated in certain countries.

In the following week-end the French and Belgian Associations met at Reims. This year is the thirtieth of the Inspectorate General of Libraries of M. Pol Neveux, himself a Rémois, so the place was "indicated." The Public Library, like the rest of the town, has been rebuilt since the war, and is a gift of the Carnegie Corporation. It was curious to find in this very modern and practical building a large collection of splendid mediaeval MSS., and another of seventeenth century engravings—these last a recent benefaction.

New York's Citizens Committee

A SURPRISING number of illustrious sons and daughters of the State have promoted or founded libraries or served as presidents of library corporations. Many great families have libraries as their enduring memorials. In view of this historic interest of public spirited statesmen in the library cause, the New York Library Association adopted the suggestion of the formation of an associated and advisory committee of citizens. The Citizens Committee, it is hoped, will advise as to the business and administrative problems of libraries and of the Association, promote interest in libraries and their service, and interpret the cultural meaning of the American library movement to communities throughout the State.

Citizens committees in other states have achieved much success in promoting interest in books and libraries. New York State has great need of wider interest in the planning and upbuilding of many libraries as vital centers of community light and culture. In these modern temples of wisdom will be cherished the divine fire that creates the thinker and the book. Something of that divine warmth of thought and spirit will be passed on to all who live within sight or reach of libraries, inspiring a body of citizens to creative living worthy of the highest traditions of the founders and builders of the State.

The Association has been most fortunate in the character of the men who serve as officers of the committee. The chairman is John H. Finley, affectionately known to every citizen of the State; vice-chairmen are Owen D. Young, George J. Ryan, President of the Board of Education of New York City, and Claude G. Bowers, noted historian and publicist.

Founder's Day At Jones Library

FOUNDER'S DAY at The Jones Library, Amherst, Massachusetts, will be observed on Friday, September 16, on the ninety-sixth anniversary of the birth of Samuel Minot Jones, the benefactor of the Library. The address will be given by Lyman Beecher Stowe, of Stockbridge and New York, on "How Uncle Tom's Cabin Was Built." Mr. Stowe is a grandson of Harriet Beecher Stowe whose famous book was first published as a serial in *The National Era* at Washington, D. C., in 1851-52, and published in two volumes by John P. Jewett in Boston in March, 1852. In connection with this Founder's Day observance the Library is planning an exhibition of Harriet Beecher Stowe material, consisting largely of her books, manuscripts, and pictures.

Scholarship Book Auction

THE WISCONSIN Library Association has a scholarship fund which makes it possible for several deserving, untrained librarians to attend a library school to learn the technique of library management. This scholarship fund is made possible by the cooperation of prominent American authors. The fund is raised at the annual meeting of the association from the sale of inscribed presentation copies of first editions. This year the association will have mimeographed catalogs that will be sent to any dealers or collectors who will write for them. The Wisconsin Library Association Scholarship Auction will be held this year at Appleton, Wis., on October 6. Send for catalog at once to Florence C. Day, Wisconsin Library Association, Public Library, Appleton, Wis.

Among Librarians

Necrology

MRS. THERESA WEST ELMENDORF, former vice-librarian of the Buffalo Public Library and first woman president of the American Library Association, died in Buffalo, N. Y., September 4. She was 77 years old. In 1877 she began her library career as an employee of the Young Men's Library, and was made deputy librarian when it became the Milwaukee Public Library. Twelve years later she was named librarian.

MRS. BERTHA MCMANN, librarian of the Kansas City, Kan., Public Library, died recently. Mrs. McMann served as vice president of the Kansas Library Association in 1929-1930.

JAMES H. SCOTT, former curator of the Carnegie Labrary, Pittsburgh, Pa., died on August 21 in his seventy-ninth year. At his retirement in 1923 Mr. Scott was the oldest employé in any Carnegie Library in the world in years of service.

Appointments

ROBERT DAVIS, director of the American Library in Paris, is serving as a volunteer in the library until financial conditions improve. He is also an editor of the *New York Herald*.

GWENETH M. HOLT, Wisconsin '32, has recently been appointed librarian of the High School Library at Marshfield, Wis.

HELEN MARTIN arrived in New York, September 6, after a year in Europe. The Carnegie Corporation have renewed her grant for another year of work at the University of Chicago under Dr. Waples beginning October.

R. F. OVENELL, formerly an assistant in the Bodleian Library, Oxford, and lately with the Toronto Public Library, has been appointed librarian to Upper Canada College, Toronto, the oldest and largest of the preparatory schools of Canada.

MILDRED TREMAN is now librarian at the Rockwell City, Iowa, Public Library.

IRENE E. VARNEY, Wisconsin '32, has been appointed librarian of the Neillsville, Wis., Public Library.

MAY WOOD WIGGINTON has succeeded Mary M. Weaver as Readers Adviser in the Denver, Colorado, Public Library. Miss Weaver is now Mrs. Harry P. Midkiff of Lages, Santa Catherina, Brazil, South America.

Married

KATHRYN V. ALBERTSON, Simmons '28, now on the staff of the Minneapolis, Minn., Public Library, was married on June 4 to Mr. Gordon James Jennings, at Austin, Minn.

LYDIA CUTLER, who resigned from her position in the Catalog Division, St. Paul, Minn., Public Library, March 1, was married on May 7 to Ernst-Joseph Schrader.

FERN GAVIN, who has been librarian at Mountain Iron, Minn., for the past eight years was recently married to Dr. S. P. McDaniel. She is succeeded by Fannie Viitala.

DOROTHY DEARLE, Los Angeles '31, was married to Mr. Donald Keiser, May 31, 1932. She is continuing as children's librarian at the Benjamin Franklin Branch of the Los Angeles, Calif., Public Library.

EVELYN HARWOOD, Los Angeles '26, was married in July to Senor Heras.

FRANCIS H. HENSHAW, Los Angeles '29, who is in the Circulating Department of the Queensborough, N. Y., Public Library, has married Marie Molnar, Los Angeles '29.

MARY LONG, Los Angeles '27, was married June 20, 1932, to Mr. Louis M. Nourse. Her home is at 8 Clark Street, Brooklyn, N. Y.

LILA M. NEILL, Wisconsin '28, was married on December 31, 1931 to Frederick F. Hillyer. Mrs. Hillyer continues her work as senior assistant in the Franklin Branch, Public Library, Minneapolis, Minn.

HENRY GRAHAM STATHAM, Illinois '29, of the Library of Congress, Washington, D. C., was married in Brooklyn, N. Y., on July 18 to Miss Dorothy Alphonsine Downes of that city.

ALICE VARTANIAN, Los Angeles '27, is now Mrs. Zinas K. Melcan. She retains her position in the Vernon Branch of the Los Angeles, Calif., Public Library.

E. ALLENE WHITENER, Columbia '30, was married to Victor L. Worsfold on August 28, 1931.

CLIFFORD WIGHTMAN, Michigan '30, was married to Bertha B. Woodhurst on August 22, 1931.

EDNA WITT, the librarian of the Allis-Chalmers Manufacturing Company, West Allis, Wisconsin, announces her marriage to Karl Frorath of Milwaukee. Mrs. Frorath continues in her position.

Opportunities For Librarians

Young Southern woman, graduate with high honors from college and accredited library school, desires position in any section. Four years' teaching and library experience. Have studied advanced courses in U. S. government publications, bibliography, and reference. G20.

•

College graduate eight years' experience in public, research, and school libraries, desires position in or near New York City. Interested in book reviewing. B.S. degree from Western Reserve Library School. G21.

•

Librarian, young man and near A.B., of obscure Southwest college, desires small town, full-time librarianship. Any location. Opportunity and service first, salary second.

Free for Transportation

THE LIBRARY Division-State Department of Education, Room 9, Historical Building, St. Paul, Minnesota, offer the following magazines to libraries free for transportation.

LIBRARY JOURNAL: 1927, Sept. 15, Oct. 1, Oct. 15, Nov. 1, Nov. 15, Dec. 1, Dec. 15, Title-page and index: 1928, Jan. 1, Jan. 15, Feb. 1, Feb. 15, Mar. 1, Mar. 15, Apr. 1, Apr. 15, May 1, May 15, June 1, June 15, July, Aug., Sept. 1, Sept. 1,, Oct. 1, Nov. 1, Dec. 1, Dec. 15, Title-page and index; 1929, Jan. 1, Jan. 15, Feb. 1, Apr. 1, Apr. 15, May 1, May 15, June 1, June 15, July, Aug., Sept. 1, Sept. 15, Oct. 1, Oct. 15, Nov. 1, Nov. 15, Dec. 1, Dec. 15, Title-page and index; 1930, Jan. 1, Jan. 15, Feb. 1, Feb. 15, Mar. 15, Apr. 1, Apr. 15, May 1, May 15, June 1, July, Aug., Sept. 15, Oct. 1, Oct. 15, Nov. 1, Nov. 15, Dec. 1, Dec. 15, Title-page and index; 1931, Jan. 1, Feb. 1, Feb. 15, July.

North Dakota Literary Map

THE LIBRARY staff of the Mayville State Teachers College, North Dakota, have worked out a picture map of the State's literary achievements. This is the first literary map of North Dakota to be published and can be obtained for $1 per copy at the State Teachers College Library.

London Popular In Sweden

JACK LONDON still leads all authors, both native and foreign, in popularity at the Public Library in Stockholm. His works were in even greater demand last year than August Strindberg's or Selma Lagerlöf's. Upton Sinclair led Sinclair Lewis, while Theodore Dreiser appeared almost at the bottom of the list. The demand for books increased 22 per cent the first six months of this year, reports Librarian A. Waldner.

The Calendar Of Events

Sept. 19-24—New York Library Association, annual meeting at Lake Placid Club, New York.

•

Sept. 23-26—Association of Special Libraries and Information Bureaux, ninth annual meeting at Somerville College, Oxford, England. For further information address A. A. Bullock, General Secretary, 16 Russell Square, W.C.1.

•

October 5-7—Wisconsin Library Association, annual meeting at Appleton, Wisconsin.

•

October 5-7—Ohio Library Association, annual meeting at Columbus, Ohio.

•

Oct. 6-7—Connecticut Library Association, Fall meeting at Hotel Bond in Hartford, Connecticut.

•

October 11-13—Indiana Library Association, annual meeting at Evansville, Indiana.

•

October 12-15—Five State Regional Conference—Iowa, Kansas, Minnesota, Missouri, and Nebraska Library Associations—at Des Moines, Iowa.

•

October 13-15—Pennsylvania Library Association, annual meeting at the Nittany Lion, State College, Pennsylvania.

•

October 13-15—Kentucky Library Association, annual meeting at Lexington, Kentucky.

•

October 14—New Jersey Library Association, Fall meeting in Morristown, N. J.

•

Oct. 14-15—West Virginia Library Association, annual meeting has been changed from Buckhannon to Oglebay Park, Wheeling, W. Va.

•

October 18-19—North Dakota Library Association, annual meeting at Wahpeton, N. D.

•

Oct. 20—Massachusetts Library Club, Fall meeting at Worcester, Mass.

•

October 26-28—Illinois Library Association, annual meeting at Springfield, Illinois. (Dates changed from Oct. 12-14.)

•

October 26-29—Southwestern Library Association, biennial meeting at Little Rock, Arkansas.

•

Dec. 28-31—American Library Association, Midwinter meetings at Drake Hotel, Chicago, Ill.

SCRIBNER'S LIBRARY DEPARTMENT

Supplies the

BOOKS OF ALL PUBLISHERS

To Public, University, School and Club Libraries

AT LIBERAL LIBRARY DISCOUNTS

Service, Personal and Painstaking, Our Specialty

Orders, Small and Large, Receive the Same Careful Attention

Charles Scribner's Sons, Fifth Ave. at 48th St., **New York**

Books and Magazines bound in Rademaekers binding are bound to wear, because the work is done by craftsmen. Have you had a sample book, fiction size, bound gratis in our new attractive designed cover? If not send one in now.

RADEMAEKERS

Bookbinders & Booksellers

Newark, N. J. New York 280 Broadway Room 415

Out-of-Print Books and Books on Special Subjects

promptly and reasonably supplied from our own stock, or diligently searched for and reported free of charge. We carry a CHOICE STOCK OF SECOND HAND BOOKS in all departments of Art, Science, and Literature and pay particular attention to the wants of Public, University and Special Libraries

Correspondence Solicited

DAUBER & PINE BOOKSHOPS, Inc.

66 Fifth Avenue **New York City**

Telephone: Algonquin 4-7880 **Open Evenings**

DESS & TALAN CO., INC.

213 East 144th Street, New York City

35 years of experience with an ever-increasing clientele are conclusive proof that our binding is of the finest quality. We are large enough to give you complete satisfaction—small enough to be depended upon for that satisfaction. There is a difference in our work.

Don't forget — the best costs no more.

SPECIALISTS IN LIBRARY BINDING

SPECIAL NOTICE TO LIBRARIANS

Now is the time most favorable to purchase your ENGLISH BOOKS AND PERIODICALS at advantageous exchange rates *direct from LONDON.* Seize this opportunity to make your requisitions—*Buy More,* and send all your orders and lists of desiderata to:—

B. F. STEVENS AND BROWN, LTD.

NEW RUSKIN HOUSE

28-30, LITTLE RUSSELL STREET, LONDON, W.C.I.

Established 1864. **Cables: Stebrovens. London**

NEW YORK AGENCY: 21 Pearl Street, New York City

REVISED JUVENILE LIST

We have completely revised our

CATALOG OF THREE THOUSAND JUVENILES

eliminating titles no longer in demand
and including *all titles* experience prove to be

JUVENILES OF ESTABLISHED LIBRARY DEMAND

This list has been mailed to our customers—If you have not received a copy and would like to share in HUNTTING SERVICE—ask for it.

THE H. R. HUNTTING COMPANY
(Library Specialists)

Springfield **Massachusetts**

ANY BOOK OF ANY PUBLISHER IN ANY BINDING

HARD-TO-FIND BOOKS

ARE MY SPECIALTY

I offer intelligent and painstaking attention to your inquiries, and welcome lists of works you have been unsuccessful in locating. Having an associate resident in London, I can fill your orders reasonably and promptly.

SPECIAL LISTS AVAILABLE ON ANY SUBJECT.

RICHARD S. WORMSER
22 West 48th St., New York

Cables: Bookworm-New York Tel.: BRyant 9-9276

Transparent *Specially Processed* *Durable*

TRANSPARO

TRANSPARENT SILK CHIFFON

For Repairing and Preserving Books, Manuscripts, Records

Gossamer light yet of remarkable strength and durability. So sheer and transparent that the finest print is clearly legible through it. 40 inches wide—50c. per yard—35 yards to the piece. Send for samples.

EUGENE A. OBERFELDER
112 Mayflower Ave., New Rochelle, N. Y.

MARTINUS NIJHOFF

THE HAGUE. (Holland)

Large stock of new and second-hand books in all classes of science and art. Complete sets of periodicals and learned societies. Very careful European and South American periodical—and book service. Systematical catalogues free.

SLADE, HIPP & MELOY, Inc.

119 W. Lake Street, Chicago

BOOK BINDERS' SUPPLIES

Interlaken Book Cloths — Binders' Cloth, Leathers, Cloth Boards — Du Pont Fabrikoid

Now $4.00

The PUBLISHERS' TRADE LIST ANNUAL for 1932 is ready for delivery.

The TRADE LIST ANNUAL presents in one convenient thumb index volume the current catalogs of all publishers.

Get your copy for Fall reference use.

R. R. BOWKER CO.
62 WEST 45th ST. NEW YORK

AMERICAN FIRST EDITIONS

by **MERLE JOHNSON**

Second Edition—Revised—Enlarged

Ready for Delivery October 1

INTERESTING points have developed in connection with the second edition of Merle Johnson's "American First Editions" which will include check-lists of 146 authors. Mr. Johnson's general principle has been to list the authors who are actually being collected, using the collectors' own interest as the deciding factor. Since the first edition of Johnson, a number of new authors have begun to appear on the lists of collectors' wants. Using these demands as a basis, 41 new names have been included in the enlarged edition. Some of these inclusions have come about through an increasing collector's interest in early American literature and Mr. Johnson has added information about many novelists who have been included in this revival, writers such as Daniel Pierce Thompson, James Kirk Paulding, Susannah Rowson, Charles Brockden Brown, John P. Kennedy and Robert Montgomery Bird.

Other more recent writers have been included because, though they at first did not seem to belong in the collector's field, they have since proved very active, Winston Churchill, Irving Bacheller, Margaret Deland, Mary Johnston, Edward Eggleston, to mention a few.

Of still more interest as an indication of current taste is the number of contemporary writers who are now becoming collectors' favorites, authors like William Faulkner, Donn Byrne, Louis Bromfield, Roark Bradford, Stephen Vincent Benét, Ernest Hemingway, Rockwell Kent, Robert Nathan, George Sterling, Glenway Wescott, Thornton Wilder and Elinor Wylie.

Limited Edition

8 vo., cloth. $10.00

R. R. BOWKER CO., NEW YORK

Here it is

THE BOOKSHELF FOR BOYS & GIRLS 1932 - 1933

REVISED ENLARGED IMPROVED

Actual Size
7" x 10"

• *The only book of its kind published in this country*

COLORFUL - ILLUSTRATED

This is a 32-page list of the best books for children—the books of this season and the books that endure from season to season. All are briefly but adequately described including many lovely illustrations. The list is divided into three main sections: *Books for the Younger Children, Books for Older Boys and Girls,* and *Books for Boy Scouts.* Within each section are numerous classifications to group and place books. There is an adequate "Contents" page, and a complete title and author index to help buyers find books promptly.

They know the books are right because the children told them so

THESE EDITORS (*You know them*) EDIT THIS BOOK

Clara W. Hunt

Chief of work with children in the Brooklyn Public Libraries. One of the outstanding leaders in her chosen field. She has served three cities as organizer of children's work, has been in demand as lecturer in the leading schools specializing in work with children, has been chairman of the Children's Section of the American Library Association and withal has found time and talent to add several successful books to the record for American children.

Franklin K. Mathiews

Chief Scout Librarian of the Boy Scouts of America, his efforts through the years have been to make available better books and reading, and to inculcate in authors and publishers a higher standard of literature for children. He is editor of the Boy Scout's Year Book and Every Boy's Library as well as other books.

Evelyn O'Connor

Long associated with Mr. Mathiews. She is assistant-editor of *Boy's Life* published by the Boy Scouts of America.

Ruth G. Hopkins

Librarian of the Polytechnic Country Day School of Brooklyn. Miss Hopkins has studied at the famous Carnegie School of Children's Librarians and worked in the field of children's reading at Pittsburgh, Calgary, Bridgeport, Youngstown and Brooklyn. She has had continuing contact with the boys and girls themselves which has added to the experience gained in handling books of the past and present, and has made her comments on books so pertinent.

A year round booklist ready for "Book Week" 1932

Last fall we sent you a sample copy of THE BOOKSHELF FOR BOYS AND GIRLS. If you wish another now we will be pleased to send it.

Your library should distribute copies to every parent, teacher, Boy Scout executive, Girl Scout leader, etc. in your community. The 1932 edition reaches you before *Book Week.* Your distribution during that week and prior to the *Holidays* makes prestige and friends for you. This catalog should be kept on hand for year-round distribution and its value to your patrons who seek advice in book selection for home ownership should be emphasized. Ask your bookseller, your Boy Scout executive, your Woman's Clubs leaders, your teachers, etc. to share in its distribution. *Let's all pull together.*

[Your library can solicit and secure the co-operation of your local bookseller in imprint and expense if you act early.]

• *and here are*

3 REASONS

why over 150 Librarians distribute it to patrons

Every year more librarians find it advantageous to furnish The Bookshelf for Boys and Girls to people interested in improving child reading. Three or four years ago only 50 libraries used it -- now more than 150 distribute it. And the number is growing steadily. Here are 3 reasons why Librarians value this catalog -- as told to us by several well-known librarians who use it regularly.

1 Because it's so comprehensive, it's an invaluable mine of suggestions to parents regarding really worthwhile children's books -- both the old "stand-bys" and the best of the new.

2 Because it's so well edited, so carefully selected, it helps guide children toward the kind of reading that trains the mind and forms the character along the best lines. It can be depended on, because it's entirely unbiased, is sponsored by no one publisher or group of publishers -- but presents the best books from every source.

3 Hence, to make "The Bookshelf for Boys and Girls" available to readers is to perform a genuine community service -- to gain the praise of parents and other patrons as well -- to be commended for good judgment and for a real contribution to the best interests of children.

Now is the time to place YOUR order.

Make sure of getting your supply

Published by

R. R. BOWKER COMPANY

62 West 45th St. New York City